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ABSTRACT

The New York City social studies curriculum revision program emphasizes the teaching of basic concepts rather than the accumulation of data, providing students with necessary values and skills to cope with today's social problems. To accomplish this, the curriculum uses techniques of inquiry and discovery that aim at conceptualization and that emphasize multimedia materials rather than the traditional textbook. Two of these basic concepts are the viewing of history as a continuous process, where events have multiple causes and effects, and the realization of the significance of geographic factors in the life of a nation. A sequential list of 94 themes in social studies that are to be presented from pre-kindergarten to grade 12 and a chart of 128 skills to be developed over the same time period are given. The five themes to be explored in grade 7 are: (1) why people moved to the New World; (2) how permanent settlements were formed in the New World; (3) how the 13 colonies became one nation; (4) how the United States grew in a changing political climate; and (5) how U.S. democracy changed in response to the needs of the 20th century. An in-depth discussion of the historical concepts and backgrounds, study questions, classroom activities, readings, and a multimedia bibliography are given for each theme. The appendices include a discussion of the "Sources of Our Liberties" and "Freedom Train" document collections. (PPB)

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Social Studies Grade 7:

American History

Historical Development of the United States

Course of Study and Related Learning Activities

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM AND INSTRUCTION

3/12/89 b

Social Studies Grade 7:

American History

Historical Development of the United States

Course of Study and Related Learning Activities

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OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
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PREFACE

This curriculum bulletin was originally distributed in 1967. Since then requests from the field have necessitated this reprinting.

While implementation of these suggestions has varied from district to district, from school to school, and from classroom to classroom, it is apparent from the demand that many teachers throughout the city have found this bulletin a worthwhile guide for teaching the historical development of the United States to their students.

Acknowledgments

DEVELOPMENT OF THE PROGRAM

The curriculum revision program in history and the social sciences was planned and initiated by the late Joseph O. Loretan, Deputy Superintendent of Curriculum and Instruction. Since July 1966, the program has been under the direct supervision and guidance of Helene M. Lloyd, Acting Deputy Superintendent of Curriculum.

Leonard W. Ingraham, Acting Director of the Bureau of History and the Social Sciences, has coordinated the program since its inception in 1962 and has served as director of the workshops engaged in the production of curriculum materials.

Overall suggestions and plans for the workshops, for pilot-school tryouts and evaluation, and for printing production were made by William H. Bristow, Assistant Superintendent, Bureau of Curriculum Development.

The course of study included in this bulletin is based upon pertinent sections of an earlier publication, Proposals for a K-12 Curriculum in History and the Social Sciences: A Position Paper for Discussion and Review. Issued in September 1964, this document provided guidelines for the revision program as well as a comprehensive description of what might be taught at each grade level. A citywide evaluation of this position paper resulted in a revised scope and sequence, but the basic philosophy of the program remained unchanged.

PREPARATION AND EVALUATION OF MATERIALS

Two workshops composed of teachers and supervisors produced the basic materials that constitute the courses of study and learning activities for each grade level. The first met during the summer of 1965 to develop initial experimental curriculum materials for the kindergarten through grade ten. Its members were: Kindergarten: Ralph Brande, Ann Codraro, Mary Quintavalle; Grade One: Beatrice Mantell, Rose Risikoff, Helen Weissman; Grade Two: Iona Flamm, Raymond Greenstein, Elizabeth Vreeken; Grade Three: Jack Bloomfield, Deborah Goodwin; Grade Four: Irwin Price, Irving Siegel; Grade Five: Virginia Fitzpatrick, Martin Frey, Mary Strang; Grade Six: Henry Berkman, Aaron N. Slotkin; Grade Seven: Lula Bramwell, Albert Shapiro, Harvey Seligman; Grade Eight: Samuel Arbital; Grade Nine: Aaron Braverman, Gene Satin; Grade Ten: Murray Meiselman, Irving Rosenman; Instructional Materials Specialists: Lowell Klein, Harold Marder, Kathryn Moses; Materials Consultants: Edna Bernstein, Dominick Canepa, Pierre Lehmuller, Urlah Roeschler, Edith Tillem.

The materials prepared during the Summer of 1965 were tested in 115 pilot schools during the 1965-66 school year. The evaluation process included visits to pilot schools, meetings with teachers and district curriculum committees, and a careful analysis of feedback. Then, during the spring and summer of 1966, several groups of teachers and supervisors met to prepare more definitive curriculum materials. Participants in the 1966 workshops were:

Grade	Personnel	Title	School
K	Ruth Baylor	Supervisor, Early Childhood	District #3
	Florence Jackson	Acting Assistant Director	Bureau Hist & Soc.Sciences
1	Vivian Ford	Teacher, Early Childhood	P.S. 102 X
	Etta Ress	Research Teacher	Bur. Curriculum Development
2	Raymond Greenstein	Principal	P.S. 130 X
	Elizabeth Vreeken	Curriculum Assistant	District #10
	Etta Ress	Research Teacher	Curriculum Development
3	Jack Bloomfield	Principal	Coleman Junion H.S.
	Irving Cohen	Actg. Assistant Director	Bur.History & Social Sciences
	Elsa Haggarty	Teacher, Common Branches	P.S. 232 Q
	Yetta Haralick	Teacher, Common Branches	P.S. 205 Q
4	Ruth Fishkind	Teacher, Common Branches	P.S. 163 M
	Florence Jackson	Actg. Assistant Director	Bur. History & Social Sciences
	Irving Siegel	Principal	P.S. 188 M
5	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Adelaide Jackson	Teacher, Social Studies	Wadleigh Jr. H.S.
	George Krieger	Assistant Principal	P.S. 165 K
6	Henry Berkman	Principal	P.S. 111 M
	Tillie Gastwirth	Teacher, Common Branches	P.S. 220 Q
	Aaron Slotkin	Coordinator, Publications	Textbook Office
7	Alfred Freed	Assistant Principal	Goddard Jr. H.S.
	Harvey Seligman	Assistant Principal	Hale Jr. H.S.
8	Samuel Arbital	Teacher, Social Studies	Bur.Curriculum Development
	Sandra Aronowitz	Teacher, Social Studies	Hudde Jr. H.S.
	Milton Greenberg	Assistant Principal	Gershwin Jr. H.S.
9	Leonard Fried	Teacher, Social Studies	John Adams H.S.
	Harriet Geller	Teacher, Social Studies	Manhattanville Jr. H.S.
	Murray Kunkas	Teacher, Social Studies	Gershwin Jr. H.S.
	Sidney Langsam	Chairman, Social Studies	Springfield Gardens H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Erwin Rosenfeld	Teacher, Social Studies	Manhattanville Jr. H.S.
10	Ray De Leon	Teacher, Social Studies	Thomas Jefferson H.S.
	Sol Levine	Chairman, Social Studies	Canarsie H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.

11	John Bunzel	Teacher, Social Studies	George Washington H.S.
	Marvin Feldman	Teacher, Social Studies	Lafayette H.S.
	Bertram Linder	Teacher, Social Studies	Hughes H.S.
	Bernard Ludwig	Teacher, Social Studies	Jamaica H.S.
	Murray Meiselman	Teacher, Social Studies	Tilden H.S.
	Albert Post	Chairman, Social Studies	Sheepshead Bay H.S.
	Joseph Scher	Chairman, Social Studies	Francis Lewis H.S.
	Maurice Tandler	Teacher, Social Studies	Tilden H.S.
12 (Eco)	Albert Alexander	Teacher, Social Studies	NYC Council Economic Ed.
	Allen Argoff	Teacher, Social Studies	Lafayette H.S.
	Paul Driscoll	Principal	Tottenville H.S.
	Dorothy Gallanter	Teacher Social Studies	Long Island City H.S.
	Walter Harris	Chairman, Social Studies	Port Richmond H.S.
	William Ross	Teacher, Social Studies	Andrew Jackson H.S.
	Jesse Witchel	Chairman, Social Studies	Washington Irving H.S.

Instructional Materials Specialists

Edna Bernstein	Librarian	Bur. Curriculum Development
Barbara Kiefer	District Librarian	Bur. of Libraries
Urlah Roeschler	District Librarian	Bur. Of Libraries
Lowell Klein	Audio-Visual Technician	Bur. of Audio-Visual Instr.
Pierre Lehmuller	Audio-Visual Specialist	Bur. of Audio-Visual Instr.
Harold Marder	Audio-Visual Specialist	Bur. of Audio-Visual Instr.

Additional consultative services were provided by Irving S. Cohen and Florence Jackson, Acting Assist. Directors of the Bureau of History and the Social Sciences; Samuel Polatnick, Principal, Springfield Gardens High School; Philip Groisser, Principal, Grover Cleveland High School; and Patricia Callahan, Elementary School Coordinator, Bureau of Curriculum Development. The workshop reports were edited by Aaron N. Slotkin and Murray Sussman, Principal, P.S. 179 Queens.

During the 1966-67 school year, revised courses of study were tried out in approximately 300 pilot schools throughout the city. At the same time, the 1966 workshop reports were subjected to an intensive evaluation process involving groups of teachers, supervisors, curriculum assistants, district superintendents, parents, community leaders, subject specialists, and other special consultants. The Bureau of Audio-Visual Instruction and the Bureau of Library Services, under the direction of Edward G. Bernard and Helen Sattley respectively, provided bibliographies of audiovisual and library resources. Additional consultative services were given by staff members of the Human Relations Unit, the Bureau of Curriculum Development, and the Bureau of Early Childhood Education under the direction of Frederick H. Williams, William H. Bristow, and Rebecca A. Winton, Bureau directors, respectively.

It is impossible to give individual acknowledgment to all the teachers, supervisors, and staff personnel who have participated in this project since its inception in 1962. Special thanks should go to the formal committees — the K-12 Ad Hoc Committee which met for nearly two years and pointed new directions; the Deputy Superintendent's Advisory Committee on Scope and Sequence which recommended major proposals for the curriculum; the Task Forces which prepared the statement of basic concepts from history and the social sciences and the skills chart; the committees of teachers and supervisors which assisted the district superintendents in coordinating experimentation and feedback; and the individual teachers and supervisors who evaluated materials during the 1966–67 school year. Grateful acknowledgment is also due the many teachers and supervisors who conducted tryouts of experimental curriculum materials within their schools and who gave invaluable suggestions for their improvement.

CONSULTANTS AND COOPERATING CURRICULUM AGENCIES

Since its inception, the curriculum revision program has drawn upon the findings of several research projects and curriculum programs underway in various parts of the nation. These included Educational Services Incorporated, the Committee on the Study of History at Amherst College, the Industrial Relations Center at the University of Chicago, the Senesh Materials developed at Purdue University, civil liberties resources from the Lincoln Filene Center for Citizenship and Public Affairs, the Greater Cleveland Social Science Program, Sociological Resources for Secondary Schools at Dartmouth University, the World History Project at Northwestern University, the Anthropology Curriculum Study Project, and the experimental programs developed by the Contra Costa (California), the Wisconsin, and the New York State Department of Education.

Grateful acknowledgment is made to the International Programs and Services Division of the New York State Education Department and the Joint Council on Economic Education for grants used in connection with the development of courses of study for Grades Nine and Twelve (Economics). Federal funds were also used in the program.

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PRINTING PRODUCTION

Aaron N. Slotkin, Editor, was responsible for the design and printing production. Lillian Amdur, Ruth Eriksen, Edythe Kahn, and Elena Lucchini collaborated in the production. Simon Shulman designed the cover.

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During the 1966-67 school year, the materials for this grade were evaluated by Nicholas Cicchetti, Principal, JHS 44X; George Krieger, Assistant Principal, JHS 218Q; Abner Jaffe, Assistant Superintendent, District 22.

Revisions in the course of study (and learning activities) were prepared by David Dicker, Principal, PS 16K.

Additional editorial services were provided by Murray Sussman, Principal, PS 179Q.

William Nosofsky, Principal, PS 94Q, served as editor and supervised the preparation of the final draft of the manuscript.

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Introduction

Philosophy of the Program

The curriculum revision program in history and the social sciences has been guided by several major considerations. These may be summarized as follows:

1. It emphasizes the teaching of concepts rather than the accumulation of data. The revision program has been predicated on the same theory of learning that inspired recent changes in the teaching of science and mathematics. Impetus for the program results from the conviction - held by many scholars and educators - that social studies is often inadequately taught. Much of the traditional content is at variance with current scholarship in history and the social sciences. Too often the subject is presented as a series of "facts" bearing little apparent relationship to students' concerns and contributing little or nothing to the maturation of their intellectual powers.

If it is to be truly meaningful, instruction in history and the social sciences should focus on the development of critical thinking. The students must learn to "think as scholars" -- to search out and deal with authentic source materials, to use techniques of inquiry and discovery, and finally, to arrive at conclusions supported by evidence. They should not be asked to accept the answers of others to questions they may not fully understand. The hope is that the students will learn to question and probe -- to formulate hypotheses and test conclusions in the light of carefully sifted evidence. They will thus be able to perceive the shortcomings of their own generalizations and to modify them accordingly. Rather then learning "facts" as ends in themselves, they will learn what the facts are, how significant they might be, and to what uses they can be put. This program does not suggest that "discovery learning" is necessarily the only route to better teaching. It does, however, pose the question of whether conceptual learning and the use of inquiry techniques offer a more satisfactory educational venture than the traditional "telling" of content.

2. It seeks to provide all students with the values, skills, understandings, and knowledge needed to cope with the pressing social problems of our age. We live in an era of change and challenge, a time when new and complex forces are reshaping our society. Our students must, of necessity, be receptive to change. They must recognize the sources of change and be prepared to deal effectively with issues raised by change. They must also strengthen their commitment to democratic values. Our students should be helped to appreciate not only the worth of the individual but also the importance of basic civil rights, civil liberties, and civic responsibilities.

3. It attempts to incorporate into the curriculum basic concepts drawn from the disciplines of history and the social sciences. The factual data to be derived from the study of history and the social sciences have increased enormously during the past few decades. There is now much more to be learned from each of the disciplines than any one person can possibly learn. Each discipline, nevertheless, offers a set of basic concepts variously known as

"key ideas," understandings, or generalizations. These concepts provide a structure around which learning may be organized within each grade and from the prekindergarten through grade twelve. Recent educational research indicates that students can learn significant concepts at the earliest levels of instruction. They may use these concepts, moreover, to organize and apply factual information.

A list of the concepts from history and the social sciences on which this program is based may be found on pages viii through xx.

4. It attempts to develop skills and research techniques sequentially. The social science disciplines provide important tools for analysis and encourage the use of objective, rational methods in the study of contemporary problems. In the new program, the development of fundamental skills parallels the development of concepts. When taught functionally and in a sequential manner, these skills enable students to relate information to key generalizations. A chart of the basic skills indicating suggested grade placements may be found on pages xxi through xxiv.

5. It attempts to provide learning activities that aim at conceptualization through techniques of inquiry and discovery. Understandings are developed as pupils find, analyze, and weigh available evidence - including their own experiences - in the search for truth. In the early grades, the "discovery method" relies largely upon activities in which the child is a participant as well as upon vicarious experiences and illustrative materials such as pictures, books, films, and other media. More challenging materials and methods may be used in the middle and upper grades. Probing discussion questions, careful analysis of primary source materials, case studies of concrete social phenomena, the use of contrasting evidence to underscore people's varied social responses — these and other strategies are used to obtain pupil interest and to develop understandings. More than the usual emphasis is placed upon inductive techniques of teaching. These techniques may be used with equal advantage in the self-contained classroom, in team teaching, in independently programed study, and with both large and small groups of pupils of varying abilities.

No one method, however, is mandated for this program. Children learn in many different ways. The learning process justifies a variety of techniques or strategies and a wide range of teaching materials.

6. It emphasizes the use of multi-media resources rather than the traditional textbook. The new program requires the use of a variety of materials. Traditional textbooks invite "coverage"; they are geared to expository learning rather than inquiry and discovery. Far more useful are pupil materials which lend themselves to the process of drawing inferences and forming generalizations. These materials require students to find, analyze, and weigh evidence, and to reach conclusions. They secure pupil interest and may be used to develop basic skills and understandings.

Especially useful in the new program are the audiovisual materials of instruction — motion pictures, filmstrips, maps, globes, transparencies, 8 mm. single-concept films, programed instruction, records, tapes, pictures and other nonbook resources.

An effective program in history and the social sciences depends to a very large extent upon the use of multi-media resources. Differences in the backgrounds, abilities, interests, and learning styles of students cannot be served if only a single type of pupil material is presented.

The Basic Concepts from History and the Social Sciences.

As earlier indicated, (page xi), the new program focuses on the development of significant concepts drawn from the disciplines of history and the social sciences.

The concepts listed below represent a careful distillation of key understandings which historians and social scientists associate with their respective disciplines. There is, of course, no universal agreement among scholars as to what constitutes the fundamental generalizations offered by their disciplines. The list provided reflects the concepts generally expressed in the most recent literature of the disciplines.

Although some of the concepts may be grasped without difficulty by students, the majority of the concepts require careful, systematic instruction over a long period of time before they can be understood fully. These concepts are not facts to be taught; they are goals to be reached. If students merely learn to repeat the concepts without first laying the groundwork by the study of related content — reading, observing, inquiring, forming and testing hypotheses, reaching intuitive and tentative conclusions — they will acquire only empty verbalisms, to be repeated without comprehension and quickly forgotten. Topics should not, therefore, be introduced by providing students with copies of the concepts.

How should we plan for conceptualization? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating students to approach them with enthusiasm and purpose. As class work proceeds and as students use the materials provided, they should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations; to venture intuitive speculations about meanings, implications, consequences; to check hypotheses against available facts; and to recognize the practical need at times for reaching pragmatic decisions without having all the facts. By these efforts, the class will no doubt discover many understandings in addition to those listed. If the concepts are essential to a comprehension of the discipline involved, and if the related content is actually relevant, the concepts indicated for each theme should, at some point during the study of that theme, be arrived at by the class. Of course, the exact phrasing by students will be different from the listing of basic concepts which follows:

History (H)

1. History is a continuous process leading to the present.

   a. Every event, movement, and institution has roots in the past.
   b. Customs, traditions, values, and beliefs are passed from generation to generation.
   c. Human beings are a product of their past.
   d. An understanding of the past helps human beings to comprehend the present and search into the future.

2. Historical events have multiple causes and effects.

   a. The causes and consequences of historical events are often numerous and complex.
   b. Historical events may have consequences in times and places other than their own.
   c. Though history never repeats itself exactly, similar causes tend to produce similar results.
   d. Chance and accident influence history and impose limitations on predictability.

3. The present influences our understanding of the past.

   a. Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted.
   b. The historian uses the information and interpretations of other historians to construct his own explanation of the past.
   c. Historians draw from every field of knowledge to improve their understanding of the past.
   d. Since historians tend to view the past in the light of their own times and culture, the historical record generally reflects the times and culture of the historian.
   e. Each generation must seek to rediscover, verify, and explain the past for itself.

4. Change is a constant in history.

   a. Change is an inevitable condition of life.
   b. Varying attitudes toward change produce conflict.
   c. Among the processes that have been productive of change are the movement of peoples; the transmission of the cultural heritage to succeeding generations; the appearance and diffusion of new ideas, attitudes, beliefs, and values; new inventions and discoveries; alterations in the physical environment.
   d. The tempo of change has varied in different times and places; in the recent past, change has taken place at an accelerated pace.

5. Change does not necessarily imply progress.

   a. Progress involves change toward a desired goal.
   b. The goals of society have varied in different times and places.
   c. Progress occurs as people meet the problems resulting from change with varying degrees of success.
   d. Change at variance with desired goals has also taken place.
   e. Civilizations develop as people successfully meet problems arising from change; civilizations decline and disintegrate as people fail to adapt to new circumstances.

Geography (G)

1. Most of people's activities take place on the surface of the earth; many of their activities take place below the surface of the earth; they are rapidly moving toward activities in outer space.

   a. People's lives are affected by relationships between the earth and the universe.
   b. Where people live influences the way they live.
   c. As population density increases, the possibility of conflict and the need for cooperation increase.

2. Earth changes people and people change earth.

   a. Natural occurrences over which people have no control either improve **or destroy life and property.**
   b. People have always used the earth's resources for living.
   c. People must reexamine their geographic environment in light of their **changing attitudes, objectives, and technical skills.**
   d. Physical and human changes in one part of the world affect peoples' lives in other parts of the world.

3. Geographic factors have a significant role in the life of a nation.

   a. A nation's use of its geography depends upon its political and economic objectives.
   b. No nation is completely self-sufficient.
   c. Conflicts between nations often arise because of geographic factors.
   d. Intensive exploration of the earth and outer space is increasing international cooperation in scientific ventures.

4. Maps and globes are visual representations of the earth or parts of the earth.

   a. Mapping and map analysis are basic tools of geography.
   b. Scale establishes the relationship between what is seen on a map and the actual size and shape of the area.
   c. Map symbols help us read and interpret maps.
   d. Aerial photography is now essential in mapping the physical features and cultural development of an area.
   e. Distances are measured on the surface of the earth and above and below sea level.

5. Regions are organized on the basis of how people use their geography.

   a. A region is a section of the earth which has distinctive physical or cultural characteristics.
   b. Similar patterns of natural resources and man-made geographic features help to identify cultural areas in various parts of the world.
   c. Relationships between cultural areas tend to expand with increased technological development.
   d. The location of key sites (e.g., cities, military bases, farming regions) is based on their role in meeting the needs of the region or even the world.

Economics (E)

1. Human wants are always greater than the available resources.

   a. Relative scarcity makes it necessary to allocate available productive resources to best satisfy peoples' wants.
   b. Wants are individual and collective.
   c. Wants consist of materials, goods, and services.
   d. The economic wants of society are never satisfied.
   e. The conservation of natural resources is necessary for their future availability.

2. In any society choice determines the goods and services produced.

   a. Society must choose between competing desires in order to establish priorities for what our scarce resources can produce.
   b. Income withheld from consumption provides savings. Savings used to produce more goods become investments.
   c. The decision to produce capital goods rather than consumer goods is made possible by savings and investments.
   d. The more a country allocates for the formation of capital, the more it is able to produce.
   e. When resources are used to produce particular goods, the alternative use to which those resources might have been put is the "opportunity cost."

3. Increased productivity makes possible the greater satisfaction of peoples wants.

   a. Producers use human, natural, and capital resources to make goods and services.
   b. Specialization leads to great interdependence in the economy.
   c. Specialization and the division of labor make possible greater efficiency in producing goods and services.
   d. Increased interdependence brings about increased trade.
   e. Real increases in production are largely the result of an increase in the worker's ability to produce.
   f. Capital is a key factor in producing more goods.

4. Societies develop economic systems in order to allocate limited resources.

   a. Decision-making on how to use limited resources is the basis of every economic system; e.g., capitalism, socialism, communism.
   b. Economic systems must provide answers to four questions:
      1) What goods and services shall be produced?
      2) How shall goods and services be produced?
      3) How much shall be produced?
      4) Who shall receive the goods and services produced?
   c. Economic systems vary widely in their theory and practice.

5. Changes in a private enterprise economy result from decisions made by consumers, producers and/or government.

a. In a private enterprise economy such as ours, changes in prices largely determine the use that will be made of resources. Prices are basically determined by the demand for and supply of goods and services.
b. Consumers will generally choose to purchase with their limited income those goods and services which give them the greatest satisfaction.
c. In order to make a profit, business people tend to produce those products which consumers desire most. Producers try to keep their costs of production down and their profits up.
d. Income mainly comes from individual contributions to the production of goods or services.
e. The level of total spending by consumers and the level of investments by businessmen play key roles in determining recessions or prosperity.
f. Government policies of taxing, spending, borrowing, and controlling credit and money supply have powerful effects upon recessions or prosperity.
g. The economy grows mainly as a result of decisions of consumers to spend and to save and of producers to invest. Government policies strongly affect this growth.

Political Science (P.S.)

1. Governments exist to make rules for group living.

a. People develop rules and laws to live together.
b. Governments are established to do for the individuals what they cannot do for themselves.
c. Governments make rules to promote the interests of society.

2. People have developed various forms of government.

a. Governments differ in the way power is obtained and exercised.
b. The nature and structure of governments change.

3. Democracy is a form of government in which ultimate power resides in the people.

a. Democracy has evolved from the struggles and experiences of the past.
b. The authority of the democratic state is limited by constitutional guarantees and traditions.
c. Democratic governments provide protection for the rights of individuals and minority groups.
d. In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media.
e. Democratic governments operate on the principle of majority rule.
f. Democratic governments have become increasingly concerned with the problem of providing equal rights and opportunities for all.

g. Democratic governments make distinctions between free expression of minority points of view (legal opposition) and subversion.
h. Democratic living entails duties and responsibilities as well as rights and privileges.
i. Active participation by citizens in the process of government helps insure the continuation of democracy.
j. Education is considered necessary for strengthening democracy.

4. Governments have grown more complex in response to changing needs and conditions.

a. Responsibility is allocated between national and local units of government.
b. National and local units of government are interrelated and interdependent.
c. As governments and their functions grow more complex, agencies are created to provide additional services.

5. Nations have established international organizations to resolve conflicting interests.

a. Nations establish diplomatic and trade relations with one another.
b. Nations tend to resist giving up sovereign power.
c. Nations organize with other nations to work together to achieve common aims.

6. All people have inalienable rights.

a. All people are born free and equal in dignity and rights.
b. All people have the right to freedom of conscience and religion.
c. All people have the right to freedom of thought, opinion, and expression.
d. All people have the right to life, liberty, and security of person.
e. All people are equal before the law without distinctions of any kind.
f. All people have the right to humane treatment and may not be subjected to cruel, inhuman or degrading punishment.
g. All people are entitled to the protection of their property against arbitrary arrest, detention, imprisonment, or exile through due process of law.
h. All people are entitled to the protection of their property against arbitrary acts of government.
i. All people have the right to assemble and associate peacefully.
j. All people have the right to vote by secret ballot in periodic and genuine elections.
k. All people have the right to an education that will insure maximum development and fulfillment.
l. All people have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment.
m. All people have the right to an adequate standard of living.
n. All people have the right to participate freely in cultural life.
o. All people have the right to a nationality, to freedom of movement, and to residence within a country.

Anthropology-Sociology (A-S)

1. Human beings are much more alike than different.

   a. All human beings belong to the same species of animal, Homo sapiens.
   b. All human beings have certain basic needs.
   c. There is no necessary relationship between ethnic differences and distinctive behavioral traits.
   d. No significant differences exist in the innate intelligence and capabilities of human beings from varying racial and ethnic backgrounds.
   e. Members of different racial groups show a considerable overlap in abilities.
   f. Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups.
   g. Racism produces prejudice and discrimination.

2. People's present material and cultural level is an outgrowth of the accumulated knowledge and experiences of the past.

   a. Societies draw upon ideas from other cultures.
   b. The pace of technological progress and cultural development has been accelerating at an increasing rate.
   c. Technological backwardness is not characteristic of particular ethnic groups.

3. The culture in which people live influences their thoughts, values, and actions.

   a. Societies vary in culture.
   b. No scientific basis has been uncovered for determining the superiority of one culture over another.
   c. The diversity of cultural patterns in the modern world makes cultural coexistence essential.

4. The environment in which a person lives greatly affects his opportunities for personal growth and development.

   a. Historical circumstances, not heredity, determine a people's cultural achievements.
   b. Cultural contributions are not the monopoly of any ethnic group.

5. Human beings live in groups.

   a. The family is the basic unit of human society.
   b. Family organization has taken different forms in different societies and at different historical periods.
   c. People organize many kinds of groups to meet social needs.
   d. Group living requires cooperation within and between groups.

6. People develop social processes and institutions to insure group survival, provide for order and stability, and adapt to the dynamics of change.

a. To achieve its goals, every society develops its own system of values.

b. People and civilizations have been motivated by moral and spiritual values and beliefs.

c. Children are taught the values, skills, knowledge, and other requirements for the continuance of society by their parents, peers, the school, and other agencies.

The Development of Skills

Fundamental to conceptual learning in history and the social sciences is the student's ability to utilize maps and globes, to locate and gather information, to solve problems, and to participate effectively in group activities. The development of such skills, as we have seen, is an important objective of this program; instruction in this area, in fact, is designed to parallel the grade-by-grade development of basic concepts.

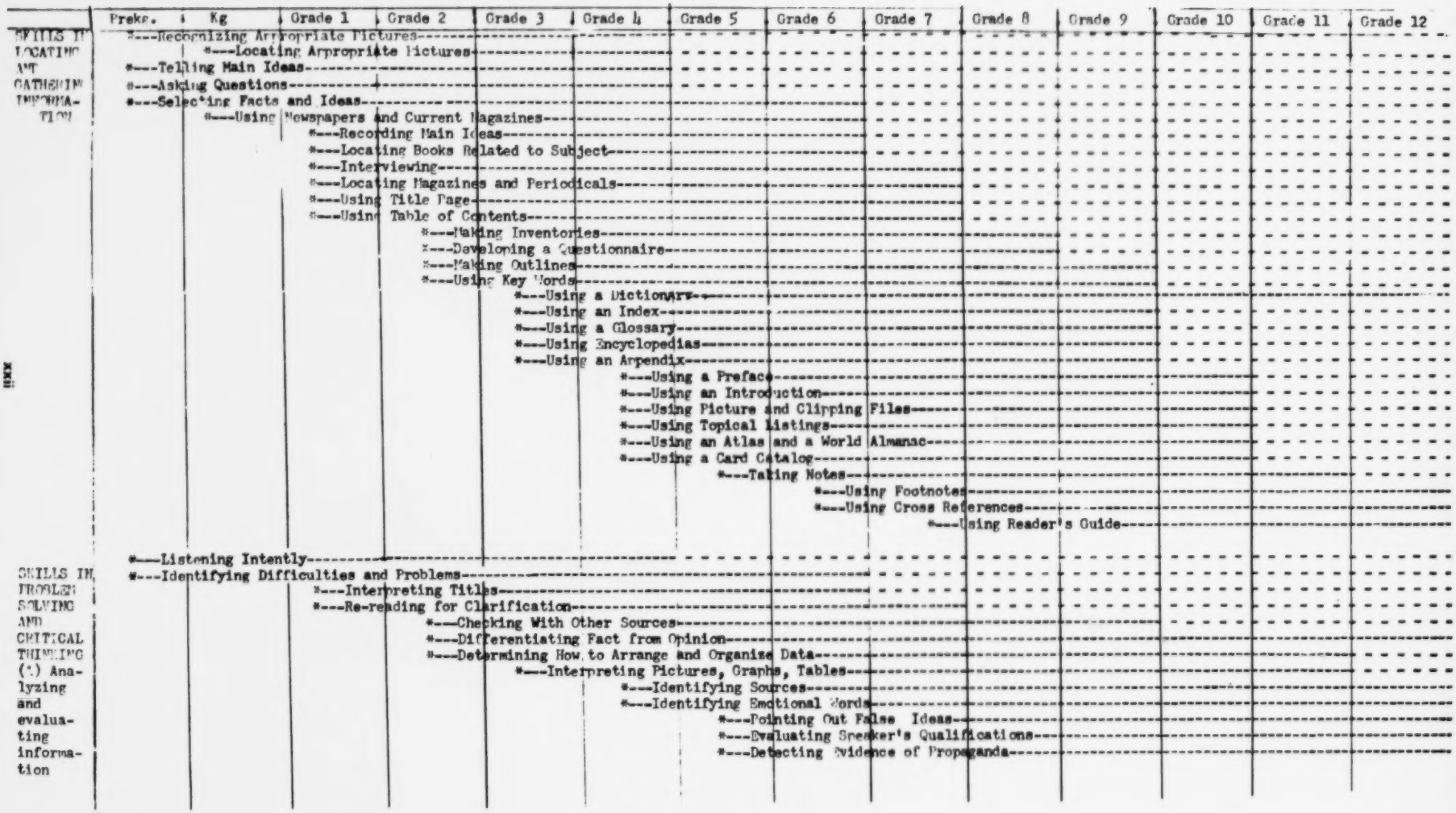
To assist teachers in planning a sequential program of skill development, specific learning activities are presented in this bulletin which provide opportunities for the use of skills in a functional manner.

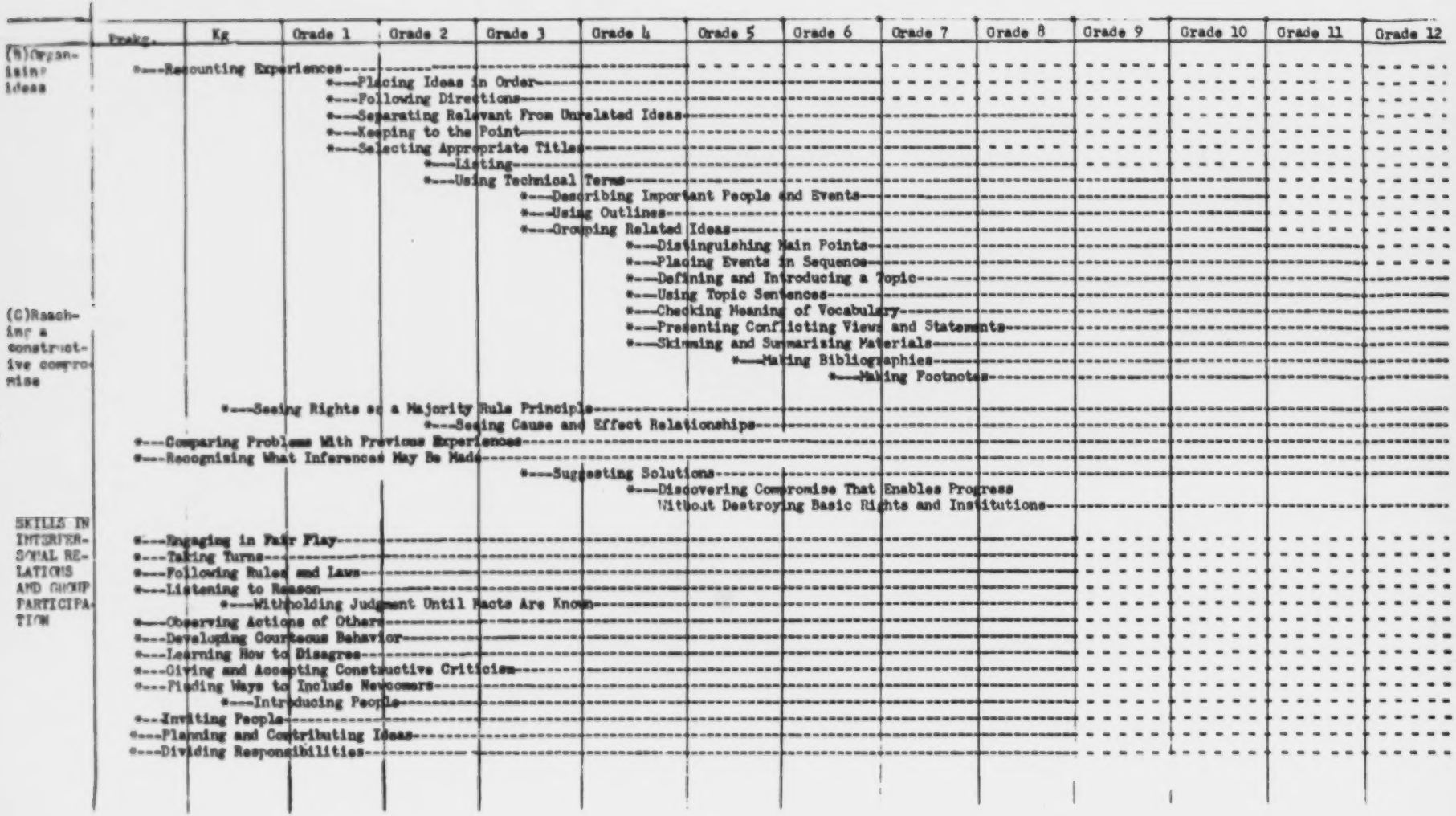
The chart that follows, which served as a guide for the skills program in this bulletin, should prove useful to teachers in lesson planning. It indicates major social studies skills and the suggested grade levels at which they should be introduced, developed, and maintained. The grade placements indicated are in consonance with recent findings regarding skills in the teaching-learning process. These placements, however, should be modified to fit the needs, abilities, and prior experiences of individual pupils and classes. Teachers may find it necessary to reteach specific skills at various grade levels.

SKILLS IN THE HISTORY AND SOCIAL SCIENCES PROGRAM

*	Grade at which skill is introduced.
———	Grade at which skill is developed systematically.
- - - - -	Grade at which skill is maintained, reenforced, and extended.

	Preskg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
SPECIFIC MAP AND GLOBE SKILLS		*———Recognizing various kinds of maps and globes———												
	*———Orienting One's Direction———													
		*———Learning to Make Map Plans———												
		*———Devising Symbols for Maps and Globes———												
			*———Learning Names of Cardinal Directions———											
			*———Becoming Familiar with Map Symbols———											
			*———Interpreting Map Symbols———											
			*———Interpreting Maps———											
				*———Interpreting Product Maps———										
				*———Locating Places on Maps and Globes———										
				*———Tracing Routes———										
				*———Interpreting Topographic Features———										
				*———Interpreting Scale of Miles———										
				*———Interpreting Weather Maps———										
						*———Using Parallels and Meridians———								
						*———Interpreting Road Maps - Town - State———								
						*———Interpreting Outer Space Maps———								
							*———Converting Degree of Latitude into Miles———							
							*———Converting Degree of Longitude into Time———							
							*———Reading Polar Projection Maps———							
TIME AND SPATIAL RELATIONSHIP SKILLS	*———Relating Dates and Locations to Personal Experiences———													
		*———Making Use of Calendar———												
					*———Developing Critical Thinking About Events and Dates———									
							*———Developing and Using Vocabulary of Time Expressions———							
							*———Placing Related Events in Chronological Order———							
							*———Developing Numerical Chronology———							
							*———Recognizing Geographic Facts———							
							*———Classifying Similar Geographic Facts———							
							*———Making Associations of Similar Geographic Facts———							
							*———Establishing a Geographic Region———							


Prekg.
Kg
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
SKILLS IN LOCATING AND GATHERING INFORMATION
*---Recognizing Appropriate Pictures
*---Locating Appropriate Pictures
*---Telling Main Ideas
*---Asking Questions
*---Selecting Facts and Ideas
*---Using Newspapers and Current Magazines
*---Recording Main Ideas
*---Locating Books Related to Subject
*---Interviewing
*---Locating Magazines and Periodicals
*---Using Title Page
*---Using Table of Contents
*---Making Inventories
*---Developing a Questionnaire
*---Making Outlines
*---Using Key Words
*---Using a Dictionary
*---Using an Index
*---Using a Glossary
*---Using Encyclopedias
*---Using an Appendix
*---Using a Preface
*---Using an Introduction
*---Using Picture and Clipping Files
*---Using Topical Listings
*---Using an Atlas and a World Almanac
*---Using a Card Catalog
*---Taking Notes
*---Using Footnotes
*---Using Cross References
*---Using Reader's Guide
*---Listening Intently
SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING (*) Analyzing and evaluating information
*---Identifying Difficulties and Problems
*---Interpreting Titles
*---Re-reading for Clarification
*---Checking With Other Sources
*---Differentiating Fact from Opinion
*---Determining How to Arrange and Organize Data
*---Interpreting Pictures, Graphs, Tables
*---Identifying Sources
*---Identifying Emotional Words
*---Pointing Out False Ideas
*---Evaluating Speaker's Qualifications
*---Detecting Evidence of Propaganda


Prekg.
Kg
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
(B)Organising ideas
Recounting Experiences
Placing Ideas in Order
Following Directions
Separating Relevant From Unrelated Ideas
Keeping to the Point
Selecting Appropriate Titles
Listing
Using Technical Terms
Describing Important People and Events
Using Outlines
Grouping Related Ideas
Distinguishing Main Points
Placing Events in Sequence
Defining and Introducing a Topic
Using Topic Sentences
Checking Meaning of Vocabulary
Presenting Conflicting Views and Statements
Skimming and Summarising Materials
Making Bibliographies
Making Footnotes
(C)Reaching a constructive compromise
Seeing Rights as a Majority Rule Principle
Seeing Cause and Effect Relationships
Comparing Problems With Previous Experiences
Recognising What Inferences May Be Made
Suggesting Solutions
Discovering Compromise That Enables Progress Without Destroying Basic Rights and Institutions
SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION
Engaging in Fair Play
Taking Turns
Following Rules and Laws
Listening to Reason
Withholding Judgment Until Facts Are Known
Observing Actions of Others
Developing Courteous Behavior
Learning How to Disagree
Giving and Accepting Constructive Criticism
Finding Ways to Include Newcomers
Introducing People
Inviting People
Planning and Contributing Ideas
Dividing Responsibilities

	Prekg.	Kg	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
*---Keeping to the Task														
*---Showing Appreciation of Others' Efforts														
*---Making Choices and Decisions														
*---Handling Interruptions														
*---Suggesting Alternatives														
*---Anticipating Consequences of Group Discussion or Action														
*---Defending a Report														
*---Suggesting Means of Group Evaluation														
*---Following Parliamentary Procedure														

Adapted from: The State of Wisconsin Social Studies Program, 1964
Thirty-third Yearbook, National Council for the Social Studies

Scope and Sequence, Prekindergarten Through Grade Twelve

Unlike earlier revisions in this curriculum area, the new program in history and the social sciences is predicated upon a carefully articulated scope and sequence for all grades in our school system. A major objective in the development of the program has been the elimination of cycles involving the unnecessary repetition of content at each school level.

The scope and sequence provides for an unusual degree of flexibility in the selection of themes and pertinent case studies. In grade three, for example, each of the first five themes may be developed in terms of comparative case studies of cultures other than those indicated in parentheses. In grades five and six, provisions are made for extending the courses of study in such a way as to meet the special needs and interest of students within a district, school, or class. In both grades, basic learnings from the initial themes are applied on a selective basis to the study of additional themes. In the second semester of grade twelve, the school may offer one or more of a variety of courses.

Unless otherwise indicated, it is expected that all themes listed for a particular grade be developed during the course of the year's work. The order in which themes are presented, however, may be altered to suit special needs and circumstances.

PREKINDERGARTEN: ORIENTATION TO THE WORLD IN WHICH WE LIVE

A. Developing Individuality And Self-Respect
B. Relating To People
C. Participating In Responsibilities And Anticipating Future Rewards
D. Observing How Weather Changes Affect What We Do
E. Realizing That Some People And Places Are Nearby And Some Are Far Away
F. Understanding That Some Days Are Special Days

KINDERGARTEN: THE CHILD IN HIS HOME AND SCHOOL ENVIRONMENT

A. We Live Together In The Classroom
B. We Live Together In The School And Its Environment
C. How The Family Meets Its Needs
D. Some Needs Are Met By People Far Away
E. We Adapt To Change
F. We Observe Special Days Together At Home And In School

GRADE 1: LIVING TOGETHER IN THE COMMUNITY

A. People Live In Groups
B. Many Workers Supply Many Services
C. Government Supplies Services To Meet People's Needs
D. Communities Are Interdependent
E. Changes Occur In The Community
F. Communities Observe Special Days

GRADE 2: HOW PEOPLE LIVE IN CITY COMMUNITIES AROUND THE WORLD

A. How People Live In And Around New York City
B. How People Live In Other Cities In The United States
C. How People Live In Other Cities Of The World
D. Communication Brings People Of the World Closer Together
E. Transportation Brings People Closer Together
F. People Around The World Observe Special Days And Customs

GRADE 3: CULTURES AROUND THE WORLD

(Note: Comparative case studies of selected cultural groups are used in Theme A - E.)

A. How People Live in the Tropical Rainforest
B. How People Live in the Desert
C. How People Live in Grasslands
D. How People Live in Northern Forests
E. How People Live in Mountain Regions
F. How People Show Their Inventiveness
G. How We Practice Good Citizenship

GRADE 4: AMERICAN PEOPLE AND LEADERS: HOW THE UNITED STATES BEGAN AND GREW

(Biographical Studies of Leaders and Ethnic Contributions)

A. How People Discovered And Explored The Americas
B. How People Settled And Developed Colonies In North America
C. How People Established The United States of America
D. How People Developed Our Nation (to 1900)
E. How People Have Been Leading Us Into The Great Society (since 1900)

GRADE 5: OUR WORLD: GEOGRAPHIC AND ECONOMIC STUDIES

(Note: Grades 5 and 6 comprise a two-year sequence)

A. How The People Of The United States Use Their Geography
B. What The People Of Canada Are Doing With Their Geography
C. How Latin Americans Use Modern Technology
D. How The People Of Europe Are Developing New Economic Relationships In The Light Of Modern Geography

(Select one of the following two themes)

E. How The People Of Asia Are Using Their Geography
F. How The People Of Africa Are Using Their Geography

GRADE 6: OUR WORLD: EARLY CIVILIZATIONS

A. How We Learn About The Past
B. How Modern Man Developed
C. How Western Civilization Developed

(Select two of the following four themes)

D. How Civilization Developed In India
E. How Civilization Developed In China
F. How Civilization Developed In Pre-Columbian America
G. How Civilization Developed In Africa

GRADE 7: AMERICAN HISTORY

A. Why People Moved To The New World (1492-1775)
B. How Permanent Settlements Were Formed In The New World (1607-1775)
C. How The Thirteen Colonies Became One Nation (1660-1789)
D. How America Grew In A Changing Political Climate (1783-1890)
E. How American Democracy Changed In Response To The Needs Of The Twentieth Century (1890 To The Present)

GRADE 8: URBAN GROWTH: CHALLENGES OF A CHANGING SOCIETY

A. Case Study Of The New York Metropolitan Area
B. Urbanization In New York State
C. Urbanization At Home And Abroad
D. Changing Role Of Federalism In Urban America

GRADE 9: WORLD STUDIES: EASTERN CIVILIZATION - REGIONAL STUDIES

(Note: Grades 9 and 10 comprise a two-year sequence in World Studies)

A. Japan
B. Communist China
C. Southeast Asia
D. The Subcontinent of India
E. The Middle East and Moslem Society
F. Sub-Saharan Africa
G. Union of Soviet Socialist Republics: Bridge Between East And West

GRADE 10: WORLD STUDIES: WESTERN CIVILIZATION —HISTORY AND CULTURE

A. The Emergence Of Modern Europe (From The Renaissance To The Rise Of National States)
B. The Industrial Revolution
C. The Growth Of Democracy
D. Nationalism
E. Rise And Decline Of Colonialism
F. Life, Art, Science And Thought In The Nineteenth Century
G. Problems Of War And Peace
H. Live, Art, Science And Thought In The Twentieth Century
I. Current Problems

GRADE 11: AMERICAN STUDIES

A. The Development Of Self-Government In The United States
B. The American People: A Pluralistic Society
C. We Live Together: Social And Cultural Development Of The American Nation
D. Our Nation As A World Power

GRADE 12: FIRST SEMESTER: ECONOMICS

A. An Introduction To Economics And Economic Problems
B. New Methods Of Production Have Led To Improved Living Standards
C. How The Market System Allocates And Distributes Resources
D. How Income Is Distributed In A Market Economy
E. How We Try to Maintain A Growing And Stable Economy
F. Comparative Economic Systems
G. Persistent Economic Problems

GRADE 12: SECOND SEMESTER: ONE OF THE FOLLOWING COURSES

Problems Of Democracy, Modern World Problems, Advanced Placement Courses, Introduction To The Behavioral Sciences, Metropolitan Studies, Modern Geography, African Studies, Asian Studies, Latin American Studies

HOW TO USE THIS BULLETIN

The materials for this grade are arranged in two sections. Section I presents the course of study. It includes a brief introduction, a summary of the course, the course objectives, a list of the major themes, suggested time allocations, and an outline of content. Basic understandings and related concepts from history and the social sciences are indicated for each theme.

Section II contains suggested learning activities and resources. The learning activities are organized around the same themes that appear in Section I and reflect a variety of teaching techniques. Included are samples of instructional materials and specific lesson suggestions. These highlight major concepts and skills that pupils should derive from the learning experience.

Also included in Section II are evaluative suggestions.

Recommendations for Teachers Implementing This Bulletin

1. Read both Sections I and II before planning.
2. Consult the lists of books and audiovisual materials for useful instructional resources.
3. Select and adapt learning activities in accordance with the interests, backgrounds, and abilities of the pupils. (In general, more activities have been provided than most teachers will be able to use within a single year.)
4. Create learning activities for those aspects of a particular theme for which additional activities are desired.
5. Use the evaluative suggestions in Section II to test pupil achievement.

This is a citywide curriculum. Modifications must therefore be made to meet the special needs of districts and schools under the direction of assistant superintendents and principals. Further adaptations will of necessity be made at the classroom level as the teacher plans the daily work for a particular group. These adaptations should, of course, reflect the overall philosophy of the program.

This is also an ongoing curriculum. The curriculum staff will use the feedback sheets attached herein in shaping the definitive courses of study and learning activities. Every effort will be made to develop additional instructional aids as requested by teachers and supervisors.

No curriculum bulletin is ever final. The staff responsible for the preparation of this material looks forward to your continued assistance in the development of a program rooted in sound scholarship; dedicated to the needs of all our children; and reflecting the best judgment and experiences of New York City teachers, supervisors, community leaders, and other groups concerned with educational progress.

Background for the Teacher

History is generally defined as the record of man -- his achievements and his failures, his noble and civilizing activities and his inhuman and destructive behavior, his quest for spiritual values and his disregard of basic moral precepts.

Since the dawn of civilization, historians have recorded events, dates, names, places, and other data. Yet, in the process of selecting "pertinent" data, historians have had to exclude other data. The writing of history thus requires the scholar to make judgments as to what should be included in the record. Even Ranke, the German historian who believed that history should be a listing of facts free from interpretation and who set out to write "history as it happened," was unable to record all the facts. His "pure" history was contaminated by omissions and subjective selections.

History is a man-made subject. Historians must interpret the past in the light of their own experiences. Thus, what was accepted as factually correct a century or even a decade ago may be discredited today. The changing view of Reconstruction serves as an example. Until recently, most textbooks in American history treated Reconstruction in the South as a period of political corruption, putting the entire responsibility for acts of graft, bribery, and waste on "carpetbaggers," "scalawags," and Radical state legislatures. Since many Negroes were elected to these legislatures, textbook authors portrayed them either as dupes of white profiteers or as out-and-out thieves. Modern historians have reevaluated Reconstruction on a broader scope, taking into account significant advances in public education and other government services -- facts omitted in earlier accounts of the era. They have also reconsidered Reconstruction in the light of nationwide evidence of corrupt political behavior.

For almost every development in American history -- from the colonial era to the present -- modern scholarship offers interpretations different from those of earlier times. Topics such as big business, labor unions, minority groups, and the history of various administrations have undergone significant reevaluation and revision.

The study of history and the use of historical analysis offer seventh-grade pupils abundant opportunities to exercise judgment and develop critical thinking. The tools and techniques of the historian may be used as a basis for classroom activities involving inquiry and discovery, studies in depth, case studies, and comparisons of writings and other source materials. Pupils can derive basic historical concepts and apply them to specific facets of the American experience. They can learn not only to answer significant questions but also, even more importantly, to raise questions of their own as they pursue the solutions to problems.

There are important distinctions between the courses of study in Grades 4, 7, and 11 although all of these courses of study pertain to the growth and development of the United States. The treatment of Grade 4 centers on biographies of American leaders and on groups of people who helped make this nation. It is not a formal history of the United States. In Grade 11, the emphasis is on special aspects of American history -- the philosophy of democratic government, the government's role in the economy, the development of a pluralistic society, the social and cultural development of the nation, and the history of American foreign policy.

SUMMARY OF THE COURSE

Grade 6 focused on an understanding of the historical and cultural development of the Western World. Moreover, pupils have learned in previous grades to utilize primary and secondary sources of information and such materials as maps, charts, graphs, cartoons, and diagrams.

In Grade 7, pupils will apply these learnings to the acquisition of knowledge concerning the geographic and political development of the United States, beginning with the Age of Exploration, leading to the discovery of the New World, and ending with the challenges offered by twentieth-century American society with its urban problems. The last-named topic will provide a natural transition to the Grade 8 course of study on urban growth and development.

SCOPE AND SUGGESTED TIME ALLOTMENTS

THEMES	WEEKS (MAXIMUM)
Why People Moved to the New World	8
How Permanent Settlements Were Formed in the New World	8
How the Thirteen Colonies Became One Nation	8
How America Grew in a Changing Political Climate	8
How American Democracy Changed in Response to the Needs of the Twentieth Century	15

Objectives

The goals for this course of study comprise knowledges, habits, attitudes, and skills, By the end of Grade 7, pupils should:

develop a commitment to, and pride in, American democracy;

feel a sense of excitement about, and an identification with, our American heritage;

understand the underlying causes of our nation's struggle for independence;

discover the evolving nature of a democratic society;

recognize that the development of the United States took place in a world setting and that events elsewhere affected the course of American history;

understand how men used and modified the natural environment in developing a democratic society;

appreciate the impact of technology on the utilization of natural resources in the United States;

understand the importance of conserving natural and human resources in the United States;

appreciate and respect the values of, and problems arising from, cultural diversity in American life and realize the need to safeguard these values;

relate the history of the United States to contemporary life and problems;

develop respect for the essential dignity of the individual and his role in a democratic nation;

develop an understanding of the chronological relationships between major events in American history;

become familiar with the great documents of our history; and

understand the relationship of New York State history to that of the nation.

CURRENT AFFAIRS

Current affairs should be studied regularly throughout the social studies program in order to help pupils understand important current problems, to enable them to see how these affect their lives, and to assist them in developing a sense of civic responsibility. Wherever possible, bridges between the past and the present should be sought and developed.

Content Outline

Theme A — Why People Moved to the New World

CONTENT

1. Voluntary Movements of People to the New World

    a. Political Causes
        (1) Absolute governments in Europe
        (2) Civil strife (e.g., Cavaliers vs Roundheads in England, 1640-1649)
        (3) Wars (e.g., Thirty Years' War, 1618-1648)
        (4) Loyalty to European monarchs who were seeking overseas empires

    b. Social Causes
        (1) Religious persecutions in England and on the Continent
        (2) Desire to worship freely
        (3) Search for adventure

    c. Economic Causes
        (1) Land enclosures in England
        (2) Opportunity to own land
        (3) Desire to earn a better living
        (4) Search for gold and silver
        (5) Need to obtain colonies for trade

2. Involuntary Movements of People to the New World

    a. Prisoners and some indentured servants

    b. Negroes
        (1) Who they were
        (2) Why they were taken
        (3) Where they came from
        (4) How obtained
        (5) African cultural traditions
        (6) Conditions of transportation
        (7) Conditions of bondage: Status of first Negroes as indentured servants
        (8) Contrast with the conditions of white indentured servants
        (9) Comparison with the treatment of the American Indian
        (10) African culture in the New World

UNDERSTANDINGS	CONCEPTS
America is young in years, but is mature in its history.	History is a continuous process leading to the present. (H)
Many early settlers came to America for religious, political, and/or economic reasons.	Every event, movement, and institution in history has roots in the past. (H)
When the Africans came to the New World, they brought with them distinctive cultural traditions.	›ms, traditions, values, and beliefs are passed from generation to generation. (H)
How people came to America casts light upon their later experiences in this country.	People are a product of their past. (H)
Discovery, exploration, and settlement in the New World were often fraught with danger and ignorance; mere chance also played its part in these developments.	Chance and accident influence history. (H)
New World settlers were forced to meet and solve problems which they found in their new environment.	Where people live influences the way they live. (G)
Settlers in the New World sought to exploit the mineral wealth of America; others tilled the soil.	People have always used the earth's resources for living. (G)
Trade in goods and human beings began early in American History.	The causes and consequences of historical events are often numerous and complex. (H)
African cultural traditions contributed to the formation of new cultural patterns within a distinctively American culture.	Societies draw upon ideas from other cultures. (A-S)

Theme B — How Permanent Settlements Were Formed in the New World

CONTENT

1. Bases for Settlement

    a. Territorial growth (extensions of political power)
    b. Population centers
    c. Production of agricultural goods
    d. Markets for finished goods

2. Geographic Background

    a. Locational factors
    b. Environmental factors
    c. Human factors

3. Developments in the Thirteen Colonies

    a. Self-governing colonies (e.g., Rhode Island)
        (1) Reasons for settlement
        (2) Living conditions
        (3) Nature of government
        (4) Degree of political freedom
        (5) People and their backgrounds
        (6) Comparison with royal and proprietary colonies

    b. Proprietary colonies (e.g., Pennsylvania)
        (1) Reasons for settlement
        (2) Living conditions
        (3) Nature of government
        (4) Degree of political freedom
        (5) People and their backgrounds
        (6) Comparison with royal and self-governing colonies

    c. Royal colonies (e.g., New York)
        (1) Reasons for settlement
        (2) Living conditions
        (3) Nature of government
        (4) Degree of political freedom
        (5) People and their backgrounds
        (6) Comparison with self-governing and proprietary colonies

UNDERSTANDINGS	CONCEPTS
The pace and pattern of settlement differed in each of the three main geographical regions of settlement.	Where people live influences the way they live. (G)
The colonists merged their own ways of farming with those of the Indians, and new patterns of agriculture developed.	People have always used the earth's resources for living. (G)
Human adjustments to the natural environment were different in New England from those in the Middle Atlantic and Southern colonies.	Geographic factors play a signfi-cant role in the life of human groups. (G)
The motives for settlement (e.g., politics, production, market) had a great deal to do with the pattern and development of settlement.	A human group's use of its geography depends upon its political and economic objectives. (G)
Support for colonial economic growth contrasted sharply with the use of colonies according to Mercantilist theory.	Governmental policies strongly affect the growth of an economy. (P.S.)
Colonists brought with them a heritage of social living which formed the basis of new rules for group life in the colonies.	People develop rules and laws which enable groups to live together. (P.S.)
Each of the colonies developed means for ministering to the needs of the settlers: education, safety, etc.	Governments are established to do for the individuals what they cannot do for themselves. (P.S.)
Contrasts between the proprietary, royal, and self-governing colonies were based on geographical and historical factors which determined their early development.	Governments differ in the way power is obtained and exercised. (P.S.)
Change was a constant factor in the growth of the colonial governments.	The nature and structure of governments change. (P.S.)
Colonial government was, in part, a rejection of European monarchy and royal privilege.	Democracy has evolved from the struggles and experiences of the past. (P.S.)
The roots of constitutional control and limitation of government power in America extend back to the colonial experience.	The authority of the democratic state is limited by constitutional guarantees and traditions. (P.S.)

Theme C — How the Thirteen Colonies Became One Nation

CONTENT

1. The American Revolution

   a. Political Causes
      (1) Friction between colonies and British officials
      (2) Salutary Neglect: Long period of virtual independence for Thirteen Colonies during the period from 1660 to 1763
      (3) Grievances due to the reassertion of British control over trade and commerce

   b. Economic Causes
      (1) The Mercantilist system
      (2) Taxation policies followed by England after 1763

   c. Ideological Causes
      (1) Influence of such writings as Paine's Common Sense (January, 1776)
      (2) Unifying effect of the Declaration of Independence (July, 1776)

2. Factors Affecting the Conduct of the Revolutionary War

   a. The growth of national sentiment
   b. The role of the Continental Congresses (1774-5 and 1775-1781)
   c. The role of national leaders, e.g., Washington, Henry, Hamilton, Franklin, Adams
   d. The role of minority group members, e.g., Crispus Attucks, Haym Solomon
   e. The military campaigns: recruitment, supply, support, strategy
   f. Relationship between international rivalries and assistance for the colonists' cause

3. Results of the Revolution

   a. English recognition of American independence
   b. Territorial expansion to the Mississippi initiated
   c. Separation of church and state
   d. Extension of personal and civil liberties in new state constitutions
   e. Democratic changes in land inheritance
   f. Success of first colonial revolution of significance to other peoples in other places

UNDERSTANDINGS	CONCEPTS
The American Revolution was caused by a combination of factors, and the results were far-reaching and long-lasting.	Historical events have multiple causes and effects. (H)
The colonists' victory in the Revolution led to other revolutions in Europe; to the expansion of our Western frontiers; and to the establishment of a great democracy.	Historical events may have consequences in times and places other than their own. (H)
The American victory was based partly on good fortune, poor British leadership, and fortuitous aid from some European powers.	Chance and accident influence history. (H)
The colonists were deeply divided on the questions of revolution and independence. This division lasted throughout the war.	Varying attitudes toward change produce conflict. (H)
The American revolution was fought, in part, because England and the colonies required economic sustenance from each other.	No nation is completely self-sufficient. (E)
Some colonists sought self-rule because they believed the British government had abandoned the colonies for the interest of the mother country.	Governments make rules to promote the interests of society. (P.S.)
The American Revolution was based on the premise that governments exercise their power only through the consent of the governed.	Governments differ in the way power is obtained and exercised. (P.S.)
Since the Revolution the American government has evolved from a weak and restricted posture to a strong federal system.	The nature and structure of governments change. (P.S.)

UNDERSTANDINGS (continued)	CONCEPTS (continued)
American democracy is built on a tradition of participation, consent, representation, review, and recall.	Democracy is a form of government in which ultimate power resides in the people. (P.S.)
The theoretical basis of American democracy has deep European roots; the practical basis has its origins in the peculiarly American experience.	Democracy has evolved from the struggles and experiences of the past. (P.S.)
The rights to life, liberty, and the pursuit of happiness lie at the heart of the American value system.	All people have inalienable rights. (C.L.)
Elements in American society have sought and are seeking to assure freedom and dignity to all of our people.	All people are born free and equal in dignity and rights. (C.L.)
The right to think, to hold unpopular opinions, and to express these opinions lies at the core of a free society.	All people have the right to freedom of thought, opinion, and expression.
The law exists to assure orderly government, guaranteeing at the same time that the individual will not be overwhelmed by the power of the state.	All people have the right to be protected against arbitrary arrest, detention, imprisonment, or exile, through due process of law. (C.L.)
Race, religion, creed or national origin should not interfere with the fair administration of the law.	All people are equal before the law without distinctions of any kind (C.L.)
The right to private property is based on the principles of free, voluntary, and mutually cooperative association of people.	All people are entitled to the protection of their property against arbitrary acts of government/ (C.L.)
Democracy depends on the free exchange of opinion. Free association is a barrier to restrictive actions by government.	All people have the right to assemble and associate peacefully. (C.L.)

Theme D — How America Grew in a Changing Political Climate

CONTENT

1. The Frontier
   a. Location at various stages in the development of the United States (1760, 1776, 1800, 1830, 1865, 1890)

   b. The stages of development in frontier communities
      (1) The explorer
      (2) The pioneer
      (3) The settler
      (4) The townsman
      (5) The city dweller

   c. The effect of the frontier on American thought

2. Jeffersonian Democracy (1800 - 1824)

   a. The "Revolution of 1800"
   b. Agrarian vs commercial influences
   c. The Louisiana Purchase and its impact on western settlement
   d. Causes and effects of the War of 1812
   e. The "Era of Good Feeling" (1816 - 1823)
   f. The growth of sectionalism: King Cotton in the South, industry in the North, farming in the West
   g. The Missouri Compromise (1820)

3. Jacksonian Democracy (1828 - 1848)

   a. The "Revolution of 1828": tariff, the Bank, internal improvements
   b. Humanitarian movements: extension of suffrage; growth of anti-slavery sentiments; increased educational opportunities; care of the sick, the criminals, and the needy
   c. Jackson and the Common Man
   d. The beginnings of the American labor movement

4. Manifest Destiny and the Extension of Slavery

   a. Texas (1846) and Mexican Cession (1848)
   b. Oregon (1846)
   c. The Compromise of 1850

5. The Road to Civil War

   a. The Kansas - Nebraska Act (1854)
   b. The role of the abolitionists
   c. Organization of the Republican Party
   d. The Dred Scott Decision (1857)
   e. The election of 1860
   f. Secession and Fort Sumter (1861)

6. The Results of the Civil War

   a. The human and material costs of the war
   b. The end of slavery
   c. The economic and political effects of the war on the North, South and West

7. Reconstruction (1865 - 1877)

   a. Problems
   b. Lincoln's and Johnson's plans
   c. Former Confederate leaders back in power
   d. Radical Reconstruction
   e. Role of Negroes in Reconstruction governments
   f. End of Reconstruction by 1877

8. The Big Business Era (1877 - 1890)

   a. The end of the frontier
   b. The role of science and technology
   c. The growth of the corporation: concentration of ownership
   d. The growth of labor unions
   e. Effect of industrialization on social and political life
   f. European immigration and its effect upon the labor force
   g. Corporate abuses and government regulation: the railroads as a case study

UNDERSTANDINGS	CONCEPTS
The causes of the Civil War were rooted in the deep differences in attitudes, needs, goals, and ideas which separated the people of the different sections.	The causes and consequences of historical events are often numerous and complex. (H)
The Westward movement, the changing frontier, and the end of slavery were products of a dynamic, changing society.	Change is a constant in history. (H)
Sectional resistance to change has hampered the Negro's struggle to achieve freedom and equality.	Varying attitudes toward change produce conflict. (H)
The end of Reconstruction and the return to white domination of the Negro in the South signified a serious failure for those who fought the war to establish equality.	Change does not necessarily imply progress. (H)
American goals may be sectioned off thus: a) 1763 - 1800--Establishment of the New Nation b) 1800 - 1850--Consolidation and Expansion c) 1850 - 1870--Identity and Unity d) 1870 - 1914--Industrial and Corporate Growth e) 1914 - 1967--American World Leadership	The goals of society have varied in different times and places. (H)
Sectionalism was rooted in a whole system of differences which developed because of different adjustments made to the environment.	Where Americans live influences the way they live. (G)
The West's size, shape, and natural environment helped to structure the place and the pattern of its development.	Geographic factors play a significant role in the life of the American nation. (G)
The establishment of boundaries, the urge to expand to the Pacific, and the spirit of Manifest Destiny helped to embroil America in disputes with England, Spain, Mexico and Russia.	Conflicts between nations have often arisen because of geographic factors. (G)

UNDERSTANDINGS	CONCEPTS
The Big Business era was marked by ruthless exploitation of human and natural resources to facilitate growth at the expense of future generations.	The conservation of natural resources is necessary for orderly growth. (E)
Government regulation of Big Business is an example of society's use of government power to counteract private power.	Governments make rules to promote the interests of society. (P.S.)
Jacksonian democracy stressed the role of the little people, sometimes at the expense of sound finance and orderly procedures.	Democracy is a form of government in which ultimate power resides in the people. (P.S.)
American history has an underlying theme: the constant contest between individual rights and government power.	Democracy has evolved from the struggles and experiences of the past. (P.S.)
The Civil War was fought, in part, so that the human and civil rights of Negroes could be assured in all parts of the nation.	Democratic governments provide protection for the rights of individuals and minority groups. (P.S.)
As the Negro gains ground in his struggle to achieve voting rights in the South, real democracy will grow.	Active participation by citizens in the process of government helps insure the continuation of democracy. (P.S.)
In America's period of territorial expansion and consolidation, we used our geography extensively and without plan. Since the Civil War, we have nurtured our technology and our industry by means of intensive development and use of our natural resources.	A nation's use of its geography depends upon its political and economic objectives. (E)
In our evolution from the agrarian democracy of Jefferson, we have moved to the complicated federal structure of today. This change was dictated by the growth in size, population, and economy of our nation.	Government has grown more complex in response to changing needs and conditions. (P.S.)

Theme E — How American Democracy Changed in Response to the Needs of the Twentieth Century

CONTENT

1. Major Trends in Post-Civil War America

   a. Increased industrialization and urbanization

   b. Population movements to the cities
      (1) Closing of the frontier
      (2) Mechanization of agriculture
      (3) Creation of jobs in city factories as a result of industrialization
      (4) Glamour and lure of city life

   c. Emigration from foreign lands
      (1) Settlement by immigrants in port cities
      (2) Source of cheap, unskilled labor provided by newcomers

2. Reform Movements at the Turn of the Century

   a. Populist Era (1890 - 1895)
      (1) The problems faced by farmers and city workers
      (2) The Populist Party
      (3) The Populist program
      (4) Populist Party leaders
      (5) The election of 1896

   b. The Muckrakers

   c. Social Reform in the cities
      (1) Settlement houses
      (2) Hospital reform

3. The First Progressive Era (1900 - 1916): Theodore Roosevelt's "Square Deal" (1900 - 1909) and its continuation by Taft (1909 - 1913)

   a. Attempts to create a greater balance between workers and government

   b. Problems
      (1) Labor unrest in the Anthracite Coal Strike (1902) and the Danbury Hatters' Walkout (1908)
      (2) Application of the Sherman Anti-Trust Act (1890)
      (3) Conservation
      (4) Railroad reform

c. Benefits to individual workers and small business
   (1) Railroad regulation
   (2) Establishment of conservation measures: Newlands Reclamation Act (1902), Governor's Conference on Conservation, and the increase of forest and national park preserves under federal government control
   (3) Distinction between good and bad trusts and trust-busting
   (4) Proposal of a graduated federal income tax amendment

4. Woodrow Wilson's "New Freedom" (1913 - 1916)

   a. Purpose: to afford greater economic, political, and social justice to all Americans

   b. Reforms
      (1) Graduated federal income tax - Sixteenth Amendment (1913)
      (2) Direct election of United States Senators - Seventeenth Amendment (1913)
      (3) Federal Reserve Act (1914)
      (4) Underwood Tariff (1913)
      (5) Clayton Anti-Trust Act (1914)
      (6) Eight hour day for railroad workers - Adamson Act (1916)
      (7) Puerto Ricans granted citizenship (Jones Act)

   c. World War I

5. Franklin D. Roosevelt's "New Deal" (1933 - 1945)

   a. Background
      (1) Great Depression, beginning in 1929
      (2) Roosevelt as reform governor of New York State

   b. Leaders
      (1) Harry L. Hopkins
      (2) Rexford Tugwell
      (3) David E. Lilienthal

   c. Problems
      (1) Unemployment
      (2) Low farm prices; overproduction
      (3) Low purchasing power
      (4) Loss of farms and homes on defaulted mortgages
      (5) Bank failures
      (6) Unemployment in U.S. and Possessions - Operation Bootstrap

   d. Attempted Reforms
      (1) Bank "holiday"
      (2) Creation of jobs to stimulate production
      (3) Stimulation of demand by increased circulation of money
      (4) Agencies: Works Progress Administration (WPA); National Recovery Administration (NRA); Agricultural Adjustment Administration (AAA); and the Civilian Conservation Corps (CCC)
      (5) Wagner Labor Relations Act
      (6) Social Security Act
      (7) Tennessee Valley Authority

e. Programs of social reform
   (1) Provision for the aged
   (2) Unemployment benefits
   (3) Aid to dependent children
   (4) Assistance to members of minority groups

f. World War II

6. Harry S. Truman's "Fair Deal" (1945 - 1953)

   a. Problems
      (1) Postwar inflation
      (2) High prices and high wages; high demand and short supply; much money in circulation
      (3) Conversion to peacetime production
      (4) Demobilization and readjustments to civilian life: the G. I. Bill of Rights
      (5) Problems of minority groups - e.g., Negroes, Puerto Ricans, Mexicans, Nisei

   b. Increased recognition of the dignity of the individual
      (1) President's Committee on Civil Rights
      (2) Integration begun in various branches of the armed forces
      (3) Constitution for Puerto Rican self-government (1952)

   c. Control of atomic energy

   d. Opposition to Truman's policies
      (1) The Taft-Hartley Act
      (2) The "Dixiecrats"

   e. The United Nations: Its organization and operation

7. Dwight D. Eisenhower's "Modern Republicanism" (1953 - 1961)

   a. Extension of social legislation: social security and minimum wages

   b. Creation of Department of Health, Education, and Welfare

   c. Progress in field of civil rights
      (1) The 1954 Supreme Court decision on public school segregation
      (2) Other advances in civil rights

   d. McCarthyism: a symbol of national anxiety regarding the threat of Communism

8. John F. Kennedy's "New Frontier" (1961 - 1963)

   a. Emphasis on civil rights - e.g., Negroes, Puerto Ricans, Mexicans

   b. Concern for the problems of urban areas - e.g., Negroes, Puerto Ricans, Mexicans

   c. Passage of Twenty-Third Amendment (1961)

   d. Medical care for the aged through Social Security

   e. Federal aid to education

   f. The Peace Corps

   g. Stimulus given to cultural growth

   h. Crash program in space

   i. John F. Kennedy's assassination; his legacy

9. Lyndon B. Johnson's Great Society (1963 -)

   a. Focus on problems of civil rights and poverty
      (1) Civil rights legislation - e.g., Negroes, Puerto Ricans, Mexicans
      (2) War on poverty - e.g., Appalachia, Negroes, Puerto Ricans, Mexicans
      (3) Appointment of Negroes to Cabinet, Supreme Court, etc.
   b. Legislation in fields of education, medicare, employment, housing, transportation, urban living
   c. Recent Supreme Court decisions, the Twenty-Fourth Amendment, and the new Department of Housing and Urban Development
   d. Looking ahead: problems of the burgeoning megalopolis; emphasis on problems of integration - Negro, Puerto Rican

UNDERSTANDINGS	CONCEPTS
Government programs in twentieth century America have stressed governmental responsibility for the health, welfare, and security of all citizens.	Governments are established to do for individuals what they cannot do for themselves. (P.S.)
Government in America has acted to establish a balance between public and private need, public and private enterprise, and public and private social action.	Governments make rules to protect the interests of society. (P.S.)
The people, through their government, have added to, and taken away from, the power of business, labor, and government.	Democracy is a form of government in which ultimate power resides in the people. (P.S.)
Protection for the rights of minorities can come about through law, education, and the vigorous use of police powers. In the long run, the majority must protect the rights of the minorities.	Democratic governments provide protection for the rights of individuals and minority groups. (P.S.)
During the last decade, minority groups have sought redress through street marches, demonstrations, and voter education campaigns.	In a democracy, individuals and groups try to achieve their objectives by means of political parties, pressure groups, and the use of mass media. (P.S.)
All of the reform legislation passed during this century had strong opposition in Congress and in the country as well. Yet, the majority view prevailed.	Democratic governments operate on the principle of majority rule. (P.S.)
Progressive taxation, welfare for the poor, insurance for the unemployed, and provision of decent housing represent programs which permit citizens to meet their responsibilities in a democracy.	Democratic living entails duties and responsibilities as well as rights and privileges. (P.S.)

UNDERSTANDINGS (continued)	CONCEPTS (continued)
An informed, educated electorate can make wise and responsible decisions.	Education is considered necessary for strengthening democracy. (P.S.)
The federal government has grown in scope and power in every sphere of activity.	Governments have grown more complex in response to changing needs and conditions. (P.S.)
The addition of governmental agencies increases services, but sometimes at the expense of democratic choice and control.	As governments and their functions grow more complex, agencies are created to provide additional services. (P.S.)
Human and legal rights must be guarded and guaranteed by those who already possess them for those who do not.	All people are born free and equal in dignity and rights. (C.L.)
Federal legislation has helped to provide guarantees of full equality in education, use of public facilities, and other areas where states have failed to act to assure equality.	All people are equal before the law, without distinctions of any kind. (C.L.)
Federal registrars are provided to assure that Negroes are not denied the right to vote through illegal registration procedures.	All people have the right to vote by secret ballot in periodic and genuine elections. (C.L.)
The Supreme Court decision of 1954 pioneered in the movement to provide integrated education for all Americans.	All people have the right to an education that will insure maximum development and fulfillment. (C.L.)
The weight of legislation in the twentieth century has evened the balance of power between labor and industry. Through these laws, individual workers are protected.	All people have the right to work, to free choice of employment, to just and favorable working conditions, and to protection against unemployment. (C.L.)
Inadequate standards of living threaten the welfare of all Americans.	All people have the right to an adequate standard of living. (C.L.)

Skills Program for Grade Seven

(See "Skills in the History and the Social Sciences Program," pp. xiii-xvi)

Skills to be Introduced

Skills in Locating and Gathering Information

Using Readers' Guide to Periodical Literature

Skills to be Developed Systematically *

Specific Map and Globe Skills

Learning to Make Map Plans
Devising Symbols for Maps and Glov s
Learning Names of Cardinal Directions
Becoming Familiar with Map Symbols
Interpreting Map Symbols
Interpreting Maps
Interpreting Product Maps
Locating Places on Maps and Globes
Tracing Routes
Interpreting Topographic Features
Interpreting Scale of Miles
Interpreting Weather Maps
Using Parallels and Meridians
Interpreting Road Maps - Town--State
Interpreting Outer Space Maps
Converting Degree of Latitude into Miles
Converting Degree of Longitude into Miles
Reading Polar Projection Maps

Time and Spatial Relationship Skills

Relating Dates and Locations to Personal Experiences
Making Use of Calendar
Developing Critical Thinking about Events and Dates
Developing and Using Vocabulary of Time Expressions
Placing Related Events in Chronological Order
Developing Numerical Chronology
Recognizing Geographic Facts
Making Associations of Similar Geographic Facts
Establishing a Geographic Region
Classifying Similar Geographic Facts

*These skills were introduced in previous grades. Practice is to be given in developing these skills at a higher level. It may be necessary to reteach some of these skills.

Skills in Locating and Gathering Information

Interviewing
Locating Magazines and Periodicals
Using Title Page
Using Table of Contents
Making Inventories
Developing a Questionnaire
Making Outlines
Using Key Words
Using a Dictionary
Using an Index
Using a Glossary
Using Encyclopedias
Using an Appendix
Using a Preface
Using an Introduction
Using Picture and Clipping Files
Using Topical Listings
Using an Atlas and a World Almanac
Using a Card Catalog
Taking Notes
Using Footnotes
Using Cross References

Skills in Problem Solving and Critical Thinking

A. Analyzing and Evaluating Information

Rereading for Clarification
Checking with Other Sources
Differentiating Fact from Opinion
Determining How to Arrange and Organize Data
Interpreting Pictures, Graphs, Tables
Identifying Sources
Identifying Emotional Words
Pointing Out False Ideas
Evaluating a Speaker's Qualifications
Detecting Evidence of Propaganda

B. Organizing Ideas

Separating Relevant from Irrelevant Ideas
Keeping to the Point
Selecting Appropriate Titles
Listing
Using Technical Terms
Describing Important People and Events
Using Outlines
Grouping Related Ideas
Distinguishing Main Points
Placing Events in Sequence
Defining and Introducing a Topic
Using Topic Sentences
Skimming and Summarizing Materials
Making Bibliographies
Making Footnotes

C.Reaching a Constructive Compromise

Checking Meaning of Vocabulary
Presenting Conflicting Views and Statements
Seeing Rights as a Majority Rule Principle
Seeing Cause and Effect Relationships
Comparing Problems with Previous Experiences
Recognizing What Inferences May Be Made
Suggesting Solutions
Discovering Compromise That Facilitates Progress Without Destroying Basic Rights and Institutions

Skills in Interpersonal Relations and Group Participation

Engaging in Fair Play
Taking Turns
Following Rules and Laws
Listening to Reason
Withholding Judgment Until Facts Are Known
Observing Actions of Others
Developing Courteous Behavior
Learning How to Disagree
Giving and Accepting Constructive Criticism
Finding Ways to Include Newcomers

Skills in Interpersonal Relations and Group Participation (continued)

Introducing People
Inviting People
Planning and Contributing Ideas
Dividing Responsibilities
Keeping to the Task
Showing Appreciation of Others' Efforts
Making Choices and Decisions
Handling Interruptions
Suggesting Alternatives
Anticipating Consequences of Group Discussion or Action
Defending a Report
Suggesting Means of Group Evaluation
Following Parliamentary Procedure

Skills Maintained, Reinforced, and Extended *

Specific Map and Globe Skills

Recognizing Various Kinds of Maps and Globes
Orienting One's Direction

Skills in Locating and Gathering Information

Recognizing Appropriate Pictures
Locating Appropriate Pictures
Telling Main Ideas
Asking Questions
Selecting Facts and Ideas
Using Newspapers and Current Magazines
Recording Main Ideas
Locating Books Related to Subject

Skills in Problem Solving and Critical Thinking

A.Analyzing and Evaluating Information

Listening Intently
Identifying Difficulties and Problems
Interpreting Titles

B.Organizing Ideas

Recounting Experiences
Placing Ideas in Order
Following Directions

*These skills were introduced in previous grades. Practice is to be given in developing these skills at a higher level. It may be necessary to reteach some of these skills.

Curriculum Planning

The Approach to the Themes and the Case Study

Approach to the Themes

The teacher plans for a systematic and conceptual approach to the theme. Together with the students the teacher organizes a problem and sub-problems. She provides a variety of resource materials and activities which illuminate and document the theme.

The approach is inductive and developmental. Learners, under the guidance of the teacher, formulate pertinent questions and discover relevant meanings, generalizations, and concepts.

The prescribed content of the course presents, in chronological order, those themes which constitute the year's work. In planning for the year, the teacher follows this sequence in selecting topics which are appropriate for the class.

The teacher selects those basic concepts, objectives and outcomes which are to be organized about the theme. These must be planned in terms of the ability levels of pupils.

The teacher blocks out periods of time into which topics will be placed. At the end of the allotted period of time, the common thread, the theme, will have been developed.

The teacher develops a theme to meet the following criteria:

a. Does it include specific problems to be solved by the class?
b. Is it clearly relevant to children's experiences?
c. Is it pertinent to their present life?
d. Does it afford the student sufficient opportunity to seek out and find the many factors which make up the problem?
e. Can the theme be treated in sufficient depth within the time allotment available?
f. Is the theme sufficiently delimited in scope?
g. Is the theme related to preceding and following themes?

The Case Study

It is expected that during the school year each seventh-grade child will have the opportunity to participate at length in at least one full case study.

Definition of a Case Study

A case study is an intensive application of resources and materials, drawn from the social science disciplines, to the study of a certain group of people or area at a given period of time.

Selection of Materials and Activities

In planning for the case study, the teacher and the class select materials and activities which will best fulfill the objectives of the theme.

Materials

Documents, newspapers, periodicals, reports, diaries, textbooks, studies, films, reference works, cartoons, graphs, charts, maps, realia, models, collections, and museum exhibits

Activities

Reading in class, at home, in the library
Conducting interviews with experts, witnesses, student experts, and other knowledgeable people
Trips, individual and class
Discussions, socialized recitations, forums, debates, panels
Reports based on individual and group research
Dramatizations

Development of the Case Study

The teacher plans for varied, selected activities by means of which pupils will understand and develop the sub-problems chosen.

Emphasis is placed on the inductive approach to learning; i.e., pupils are led to ask questions, obtain data, and draw conclusions based upon the data. The teacher serves as a resource person and guide.

Each teaching period is a self-contained lesson, with a definite beginning, middle, and end, and through which the students are exposed to a significant facet of the theme.

Within each teaching period, the teacher provides opportunity for the students to use social science tools and procedures.

Planning, execution, and evaluation are cooperative, democratic, and continuous. These activities constitute an integral part of the case study.

Notebooks should be developed by each student as an essential part of the record of inquiries, sources, and findings of the case study. The teacher may wish to provide rexograph facilities for student committees which are due to report their findings to the class.

A brief period at the end of each lesson may be provided to facilitate note-taking.

How Is the Case Study Evaluated?

a. Verbal responses of students
b. Class discussion
c. Written and oral tests
d. Homework assignments, on an individual and group basis
e. Project and demonstration work
f. Heightened interest as evidenced by outside, related reading and self-initiated activities

Summary

The case study can encourage the growth of research and library skills. It can help students to utilize and refine skills of reading and interpreting graphs, charts, pictures, and other graphic representations. Map and globe study skills can also be improved.

In addition, as a result of participating in a case study, students can acquire interpersonal skills. They can develop the ability to think inductively, to generalize, to report their findings, to justify their choices, and to keep records of data.

Suggested Learning Activities

Theme A — Why People Moved to the New World

Introduction

The readings in this theme suggest that there was an intimate relationship between the conditions in Europe and Africa and the events which led to the discovery and settlement of America.

A variety of complex reasons motivated people to move to America. For any individual, one reason may have outweighed others in importance. Students, however, should be alerted to avoid simplistic answers. They should be led to see that human actions are complicated and based on a mixture of hopes, dreams, fears, and needs.

Part 1. Voluntary Movement

Questions for Discovery and Inquiry

1. How do you account for Spain's leadership in overseas exploration?
2. Why was Spanish exploration and settlement in the New World important to Spain's empire building?
3. Which problems in France led the French kings to seek colonies in the New World?
4. Why were the Dutch so successful in establishing New Netherlands?
5. Which conditions in England caused so many Englishmen to seek asylum in the New World?

(Note to the teacher: The purpose of the above questions is to introduce students to the problem of migration and help them to gain insight into those conditions in Europe which led to the movement of people to America.)

Study in Depth of Contrasts between Conditions in America and Conditions in Europe

Michel-Guillaume Jean de Crèvecoeur, a French nobleman visiting America, began writing his impressions of colonial life and compared them with his thoughts about life in Europe. In 1782, these impressions were published under his pen name J. Hector St. John. His Letters from an American Farmer provides a clear contrast between conditions in the New World and the Old.

> He [the newcomer to America] is arrived on a new continent; a modern society offers itself to his contemplations, different from what he had hitherto seen. It is not composed, as in Europe, of great lords who possess everything and of a herd of people who have nothing. Here are no aristocratical families, no courts, no kings, no bishops...no great manufacturers employing thousands, no great refinements of luxury. The rich and the poor are not so far removed from each other as they are in England.
>
> We are cultivators, scattered over an immense territory, communicating with each other by means of good roads and navigable rivers, united by the silken bands of mild government, all respecting the laws, without dreading their power, because they are equitable. We are all animated in spirit of an industry which is unfettered and unrestrained, because each person works for himself.
>
> If he [the newcomer to America] travels through our rural districts, he views not the hostile castle and the haughty mansion contrasted with the clay-built hut and miserable cabin, where cattle and men help keep each other warm, and dwell in meanness, smoke, and indigence [poverty]. A pleasing uniformity of decent competence appears throughout our habitations.

Source: Brown, R. A. and Brown, M. R. Impressions of America. New York: Harcourt, Brace and World, Inc. p. 55

The American is a new man, who acts upon new principles. He must, therefore, entertain new ideas and form new opinions. From involuntary idleness, servile dependence, penury, and useless labor, he has passed to toils of a very different nature, rewarded by ample subsistence. This is an American....

A European, when he first arrives, seems limited in his intentions as well as in his views, but he very suddenly alters his scale. Two hundred miles formerly appeared a very great distance; it is now but a trifle. He no sooner breathes our air than he forms schemes and embarks in designs he never would have thought of in his own country. There the plentitude of society [great number of people] confines many useful ideas and often extinguishes the most laudable schemes which here ripen into maturity. Thus Europeans become Americans.

Source: Ibid., p. 57

This great metamorphosis has a double effect. It extinguishes all his European prejudices. He forgets the mechanism of subordination, the servility of disposition which poverty has taught him; and sometimes he is apt to forget too much, often passing from one extreme to the other. If he is a good man, he forms schemes of future prosperity. He proposes to educate his children better than he has been educated himself. He thinks of future modes of conduct, feels an ardor to labor he never felt before.

Source: Ibid., p. 59

Questions Based on Crèvecoeur's Impressions

1. Describe some of the living conditions in Europe which are hinted at by the author.
2. How did the European become an American?
3. What opportunities did America offer the ordinary man which were unavailable in Europe?
4. If you were living in Europe, why would Crèvecoeur's impressions make you want to move to America?
5. Can Crèvecoeur's impressions of colonial America be called one-sided? Why?
6. What clues do you find in the passages that provide possible leads to an understanding of the building of American resistance to English rule?

Topics for Inclusion in the Study of Conditions in England That Promoted Settlement in America

1. Conflict over Religion

    a. Establishment of the Church of England
    b. Catholics vs. Anglicans
    c. Growth of Dissenters (Pilgrims, Puritans, Quakers)

2. Political Conflicts

    a. Divine Right vs. Parliamentary Consent (James I and Charles I)
    b. Puritan Revolution (1642 - 1649)
    c. Cromwell as Head of State (1650 - 1660)
    d. Restoration (Charles II)
    e. The Glorious Revolution (1688 - 1689)
    f. Right to Representation
    g. Government (Bill of Rights, 1689)

3. Economic Conflicts

    a. Enclosure of large estates into pastures: displacement of small farmers
    b. Poverty in cities and towns as well as in rural areas
    c. High prices for consumer goods
    d. Heavy taxes

Additional Activities: Voluntary Movement of People to the New World

1. If there were no chapters in books about the coming of the English to America in the seventeenth century, how would one go about writing such a chapter? What kinds of materials would you have to use? How could you be sure you were giving your readers a true picture? How would you know that you were using information of importance rather than trivial facts?

2. How would one find out how many English colonists really came to America for religious freedom? Better business opportunities? More political freedom? Adventure?

3. With changing conditions, new arrangements or ideas come into being. How can we explain the invention of charters? The arrangement of working as an indentured servant? The trading company?

4. Would a book written by a Frenchman about colonization in the New World differ from one written by an Englishman? Explain.

5. Would a history book written one hundred years ago about the coming of English immigrants to the New World differ in any ways from one written today? Why?

6. How do you suppose various classes of people in seventeenth century England obtained news about colonists and their experiences in the New World?

7. The teacher can paraphrase the reading matter in the following sources, using such material as a springboard for discussions about the effects of absolutism in government upon emigration from England:

   The defense by James I of the Divine Right theory of kings in Stearns, Pageant of Europe

   The story of the Star Chamber proceeding in the Walter Raleigh case, in The New Republic, November 23, 1953 by William O. Douglas

   The story of Titus Oates in Cheyney, History of England

8. Class can publish an English newspaper with all kinds of items dealing with colonization: people, trips, settlements, companies, problems, etc.

Part 2. Involuntary Movement of People

Introduction

One of the most pressing problems confronting Americans today is civil rights. The Negro, for the second time in our history, is stage-front. The first time the fact of Negro slavery caused the American conscience to be torn between ideality and reality. A war was fought to narrow the gap between the word and the deed.

Today there is another crisis of conscience, and again whites and Negroes are struggling to narrow the gap of a century before still more. Properly to understand the present Negro revolution, one must ultimately come to grips with the institution of slavery, a three-hundred-year experience that left psychological scars on Americans of both races. The lessons which follow constitute a unit and invite students to explore the institution of Negro slavery. In the course of this exploration it is hoped that they will discover the following:

1. Slavery was a complex institution, and no neat label can describe it adequately.

2. The environment of slavery shaped the behavior, attitudes and personality of master and slave to a great degree.

3. Slaves, by and large, disliked slavery and resisted, in one way or another, its influence.

Introduction (continued)

4. Certain white attitudes and behavior toward Negroes and certain Negro attitudes and behavior toward whites have their roots in the slave experience.

5. Slavery was a form of social control to keep one race superior to the other. When slavery was abolished, Southern whites sought other means of social control, eventually agreeing upon segregation.

6. The three hundred years of Negro slavery and one hundred years of second class citizenship for the Negro have left scars upon both the Negro American and the white American.

It is also hoped that in the course of studying the readings in this unit, students will find frequent opportunities to practice various skills. Among these are: recognizing "loaded" or emotional words; recognizing the bias of the writers with whom they deal; using evidence to support generalizations; writing essays that are logical in structure and conclusions; and realizing the limits of generalizations.

Questions for a Case History of One Slave: Gustavus Vassa

1. Who was he?
2. How did he live in Africa?
3. Where did he live in Africa?
4. How did he lose his freedom?
5. What changes did this make in his daily life?
6. Why was he transported overseas?
7. How was he transported to the New World?
8. Who transported him?
9. Where did he work in the New World?
10. What sort of work did he do?
11. How did he react to this work?
12. What connection did his bondage have with the theory of Mercantilism?
13. What was his relationship to his master?
14. How did his life compare with that of the small farmer?
15. How did his life compare with that of the indentured servant?
16. How did his life compare with that of the American Indian?
17. How did his life compare with that of his people still in Africa?
18. What were the possibilities for bettering himself in the New World?
19. Was his story typical of Africans transported to the New World?
20. Evaluate the Gustavus Vassa story.

See Gustavus Vassa: The Story of a Slave, ESI

Basic Source of Materials

Educational Services Inc. "Gustavus Vassa: The Story of a Slave," in The Colonial Unit: The Emergence of an American, 1964, 20 pp.

Other Materials

1. Political maps of Africa and the world
2. Board of Education. The Negro in American History. New York City, 1964
3. Scott, Foresman and Company. Assorted posters
4. Current news media: newspapers, magazines, TV, radio, etc.

Suggested Sequence

1. Introductory lesson on map studies of Vassa's birthplace in Africa
2. Lesson on the slave ship: its structure, living arrangements,and function
3. Lesson on the slave trade and its impact upon later historical developments
4. Depiction of a slave's life in the New World
5. Alternatives open to slaves and those which were selected

Some Approaches

Discuss the ways in which the African slave trade of the seventeenth century impinged upon the lives of the following: the plantation owner; the slave trader; the small farmer; the American Indian; the indentured servant; and the slave himself.

Role-play relationships between the African slave and each of the above social figures. Such role-playing could help students better understand those interpersonal attitudes, problems, and behavioral patterns which slavery, in part, served to bring into being.

Trace the transformation of the African as indentured servant into slave. Refer to the following:

Board of Education. The Negro in American History, 1964, pp. 29-30
"An Indentured Servant: The Trial of Davis vs. Swett," in The Colonial Unit: The Emergence of the American, Part IV, B, Educational Services, Incorporated

Case Study: Why Were Africans Enslaved?

Introduction

The human, economic, and institutional causes for the extension of slavery to the New World are the proper concern of the student of American history. Why were Africans the victims? How did the Africans feel about their lost homeland? How did the slave feel about slavery? What did slaves do, or attempt to do, to alter their fate.

The readings which follow are taken from the works of present day authors who sense the meaning of slavery from the vantage point of their African ancestry. Encourage students to identify as much as possible with the emotional undercurrents in both passages.

Cinque Becomes a Slave

Cinque had risen early one morning and left his wife asleep on their bamboo bed, their three children beside her. He tied on a loincloth and threw a blue cotton robe about his shoulders. The oldest son of his father, trained to be the next head man, he had to lead the workers to the fields, to coax them and cajole them. The rainy season, the season for planting rice, would soon be upon them, and the ground had to be ready. For half a moon the days had been overcast, and there had been sudden storms to drive the workers to shelter. In a short time the heavy rains of May would be lashing field and jungle. With a knife at his waist and a spear in his hand, Cinque crept out of his house into the half light of the morning.

Tall and erect, he walked through the cluster of grass-thatched huts, now alive with morning sounds. His mind was on the debt he owed Birmaja. On his fingers he counted the bags of rice, the chickens and guinea fowl he would need to satisfy the debt and to buy more goods for trading.

With his mind full of planting and trading, Cinque came to the house of his father in the center of the village, with the others set like haystacks around it. The old man was still asleep, but his women were busy cooking over an open fire in an outdoor kitchen. Ignoring the women, Cinque took a ball of rice and a boiled plantain from the kettles.

"Bato," he called.

Bato, the second son of the head man, came from the house where he lived with his father, being yet unmarried. He took food from the kettles and hurried to overtake Cinque, who had already set out along a trail for the fields. At the edge of the village Bato caught up with Cinque. The two brothers cracked fingers in greeting and walked along together, talking of the rice they would have to grow to repay Birmaja. Behind them followed groups of workers, men and women wearing loincloths, carrying knives and sticks and spears for digging the earth. With them came the medicine man with his bundles of

fetishes. They crossed the fields planted the year before and came to new areas they had burned off during the dry season. There they set to turning the black earth with their crude tools, while Cinque walked among them to see that no one shirked his work, and to see that the ground was dug and furrowed. On posts around the field, the medicine man, with the air of one convinced of his calling, hung his bundles of fetishes.

It was a happy season for the workers. The women looked forward to the time when they would walk ankle-deep in water setting rice plants in the rich new earth. The men looked to the end of planting time, to the long days of leisure for hunting and trading. All of them thought of the days of planting and the nights of singing and dancing during the planting festival. If the season was prosperous enough, they would enliven their celebrations with tobacco and rum....

When it was time for his father to be abroad, Cinque left the workers in the fields and started again along the path to the village to report to his father the progress of their labor. The old man was bent with years--too feeble to go often to planting and harvests. But he was still of strong mind, firm and just...in the village court.... The distance was no more than three miles, and Cinque set out at an easy lope.

On a wooded part of the road three men sprang from the bush and threw him to the ground. From their tattoos and words, he knew they were of the Vey people. Cinque fought back and yelled for Bato to help him. But the three men held him to the ground, took away his knife, and bound his hands with bamboo.

He knew what that meant. Birmaja had lost patience on the debt, or had a better chance for better profits by selling him for rum and tobacco. By signs they indicated that he was to go with them into the forest away from the road. He knew that if he did, his own people would be unable to rescue him, and he would soon be in a caravan bound for the slave factories on the coast. Desperately he fought back. Desperately he screamed to warn his people, but the leader threw his weight against the bamboo thongs and Cinque fell with his face in the dirt. The leader tugged him to his feet and toward the bush,

with the other two behind striking and pushing him. Soon they had him hidden in dense jungle; only a few marks on the road, only a few broken fern fronds, showed the fierceness of his struggles. When the jungle closed around them, Cinque knew that fighting was futile, that escape was impossible, that he could never warn his people. There was nothing to do but submit and be led to the village of Birmaja.

Two days they followed dim paths, at first skirting fields and villages and then through dark jungles where palm fronds shut out the sky. At nightfall, they came to Geduma, which Cinque had once visited as a free and welcomed trader. This time he was not allowed to enter the village. Instead, he was taken to the visitor's house, a hut on the fringe where any passer-by might stop for the night. Here there were others, chained and shackled, waiting for the trek to the coast. The men cut Cinque's bamboo thongs away, took his blue robe for themselves and put an iron collar around his neck. Then they padlocked him to the group of waiting captives.

From the village of Birmaja to the coast was a journey of two days, if one walked fast and took a little rest. Birmaja and his guards, free to choose their footing, set a pace at nearly a trot--a pace hard for the chained men to keep. They stumbled along, at times unable to see the sticks and stones that bruised their feet. Neither Birmaja nor the guides showed mercy. Soon there would be no trade for slaves, for the slavers came to that part of the African coast during the rainy season....

Cinque watched the terrain change from uplands, where the crops grew, to coastal forest interlaced with marshes. At the end of the second day they came to the shore... where they were welcomed by Don Pedro's lookouts.... (Cinque had now become a Portuguese slave.)

Source: Owens, William. Slave Mutiny. New York: The John Day Co., Inc., 1953, pp. 15-18 (Copyright ©1953 by William A. Owens. Reprinted from Slave Mutiny by William A. Owens by permission of The John Day Co., Inc., publisher.)

From An Anthology of African Verse

Celui Qui a Tout Perdu
(The Loser)

The sun shone on my cabin
And my women were beautiful,
Swaying like palms in the evening breeze,
My children swam in the wide, deep river,
And in canoes fought the crocodiles.
The kindly moon looked down on our dances,
The tom-beat slow, then fast,
Joyously, daily, in liberty.

Then one day...silence....
No sun shone on my empty cabin.
No women pressed their lips
To the hard thin lips of the cold-eyed conquerors.
And my children put off peaceful nudity
For uniforms of steel and blood.
Your voice, too, is dead.
Slavery's chains have bruised my heart
Tom-Tom on my nights, tom-toms of my fathers.

David Diop

Nuit de Sine
(Night in Senegal)

Lay your soothing hands on my brow,
Woman, your hands softer than fur.
High up the palms scarcely sway in
The night wind. No sound, nor even a lullaby,
The rhythmic silence rocks us.
Listen to the song, hear the blood beat in
our veins.
Hear the deep pulse of Africa sounding through
the mists of lost villages.

The tired moon dips to her bed in the ocean.
Laughter is stilled, the tellers of tales
Droop like drowsy infants.
The dancers' feet grow heavy, the singers cease
their song.

It is the starlit hour, and night dreams
And leans on her cloudy hill, wrapped in her
milky cloak.
Roof-tops gleam through the dark. What are they
whispering to the stars?
Indoors the dying fire smells pungent on the air.

Woman, light your lamp of butter before the ancestors.
The children are in bed.
Let us listen to the voices of our
Forbears. Like us, exiled, they did not
Wish to die, to be lost in strange sands.
In the smoky cabin, souls that wish us well are
murmuring.
I listen, my head on your warm and soothing breast.
Let me breathe the odor of our dead,
Let me hear their living voices,
That I may learn to live before plunging, diver-wise
into the eternal depths of sleep.

Leopold S. Senghor

Source: Olumbe Bassir. Anthology of West African Verse. Nigeria: Badan University Press, 1957, pp. 39, 53, 54

The first reading is designed to challenge two myths about the African slave: that he did not care about being enslaved and that he was not intelligent and sensitive. It also serves to explain why it was that the African was preferred to the Indian as a field hand.

The first selection from Slave Mutiny by William Owens shows how Cinque, a West African, was captured. He resists fiercely. The same selection also shows how the people in that part of Africa were used to working in agriculture. Thus, they made the transition to colonial plantation life with much less trouble than the Indian whose economy was still based, for the most part, on hunting and fishing.

The second reading consists of two poems by modern African poets. These poems evoke the warmth which Africans feel for their cultural roots and illustrate the hatred and resentment which Africans feel for the instituion and the experience of slavery. The lyrical beauty of the poems attests to the stature of African writers.

Suggested Plans and Activites for Case Study on African Slavery

1. In connection with "Cinque Becomes a Slave," questions should be asked concerning his culture, his way of making a living, his standing in his own community, and his feeling about himself. Further discussions may lead to insights into how and why slaves were seized and carried off into slavery and about their capacity to resist this inhuman traffic.

2. In the analysis of the poem "Celui Qui A Tout Perdu," use pictures and music to evoke the atmosphere of an African village. Bring out the grace and the joy which are implicit in the first stanza. Note the last work "liberty" and develop its key position in the poem. Contrast the second stanza with the first in mood, tone, and content.

3. The third selection, the poem entitled "Nuit de Sine," is a tone poem whose beauty is enhanced by the depth of pain and rage which the poet expresses toward the slavery which was forced upon his ancestors.

4. Suggest further readings from Slave Mutiny by Mr. Owens.

5. A few children in the class may have heard oral accounts of slavery from grandparents, other relatives, and family friends. Encourage them to seek out these people and to get their stories.

6. Have children whose families emigrated from the South retrace their own roots through talks with siblings and parents. Activities related to geography, history, and cultural development can grow out of these studies.

Time-line Exercise

Aims: a. To show pupils the sequence of events correlated with time periods
b. To facilitate the learning of the chronology of events
c. To help develop the habit of having pupils correlate events in the Old World with those in the New World
d. To develop skill in the use of a tool of the social scientist

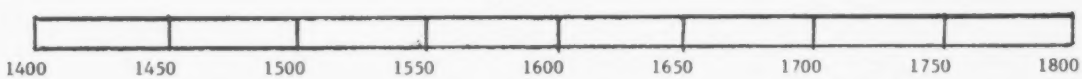
Motivation: "Events on one side of the Atlantic Ocean have frequently been connected with those on the other side." Discuss.

Questions: a. What period of time is covered by the time line?
b. This time line is drawn to scale. How long is each interval of fifty years?
c. On the time line, indicate the following events:
Death of Prince Henry the Navigator
Discovery of America by Columbus
Founding of the Jamestown colony
Outbreak of the American Revolution
d. Using the pairs of events listed below, indicate above the time line each of the events mentioned first in each of the pairs given:
The Thirty Years' War and the large German immigration
The revocation of the Edict of Nantes and the French Huguenots coming to the New World
The English Civil War and the Cavalier settlement in Virginia
English absolute rule and the Pilgrim and Puritan migration
The Seven Years' War and the French and Indian War
e. Using the pairs of events listed above, indicate below the time line each of the events mentioned second in each of the pairs given.
f. Explain the relationships between each of the events noted in each pair of events.

Summary: Of what value is a time line to the student of history?

Some European Events and Their Effect Upon Immigration to America

Time Line



Some Learning Materials

Theme A — Why People Moved to the New World

Selected Bibliography for Students

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
B	American Heritage Magazine	Discoverers of the New World	American Heritage	1960	6-
F	Baker, Betty	Walk the World's Rim	Harper	1965	6-10
N	Blacker, Irwin	Bold Conquistadores	Bobbs	1961	5-9
N	Dalgliesh, Alice	America Begins (Rev.ed.)	Scribner	1959	3-5
N	Foster, Genevieve	World of Columbus and Sons	Scribner	1965	6-
N	Duvoisin, Roger	They Put Out to Sea; The Story of the Map	Knopf	1944	5-7
N	Langdon, William	Everyday Things in American Life, 1607-1776	Scribner	1937	6-9

Audio-Visual Materials

16mm. Sound Motion Picture Films

ITEM NO.	TITLE
* 10.16	Age of Discovery: English, French and Dutch Explorers
* 10.18	Age of Discovery: Spanish and Portugese Explorers
Listing Pending	Saga of Western Man Series: Christopher Columbus Pilgrim Adventure

*Available through Central Loan Collection

Filmstrips

ITEM NO.	TITLE
45440	Discovery and Exploration of America (Set of 8 filmstrips)
45440.1	Age of Discovery
45440.11	Story of the Vikings
45440.12	How Columbus Discovered America
45440.13	Cortez Conquers Mexico
45440.14	Golden Age of Spanish Discovery
45440.15	English Sea Dogs
45440.16	Founders of New France
45440.17	A Review of the Exploration and Discovery of the New World

Transparencies

ITEM NO.	TITLE
8770	Dutch and English Explorations
8770.2	Early Explorations
8770.3	French Explorations

Suggested Learning Activities

Theme B — How Permanent Settlements Were Formed in the New World

Introduction

Geography played a major role in determining the selection of sites where settlements were established in the New World. Reports were made by explorers on the possibilities for permanent settlement. Such reports considered geographic factors like topography, climate, soil, waterways, winds, and natural resources.

Merchants were among the first to recognize the opportunities which existed in the New World, and they sought permission from the English kings to organize colonies. Thousands of miles of the North American coast were assigned to these merchant colonizers. The pace of this mercantile colonization slackened after the Indian attacks which destroyed Jamestown. Four thousand dead colonists were mute testimony to the end of an era and the annulment of the Virginia Company's charter.

The focus in this theme is on the types of government in the English American colonies. People settled in the colonies for many reasons, such as freedom to worship, refuge from imprisonment for debt, and economic advancement. Many came as indentured servants and slaves. Each colony was granted a charter by the king of England and was permitted to develop under the provisions of the charter. Royal colonies came under the direct control of the king; proprietary colonies were ruled by merchants and religious leaders who were granted control by the king.

The colonial period was marked by significant changes in political, economic, religious, and social relationships within the colonies and with England. Banishment of Roger Williams and Anne Hutchinson from Massachusetts led to the establishment of Rhode Island and Connecticut. Religious tolerance was the underlying motive for establishing Maryland and Pennsylvania. The loss of profits from plantation agriculture in the islands of the British West Indies led to the establishment of plantations in the Carolinas and Georgia and, with it, an increase in slaves. During the latter part of the colonial period, people came from Europe to escape political persecution. Among these were the Scotch-Irish and the Highland Scotch. Negro slaves from West Africa made up a substantial portion of new arrivals. The devastation of the Thirty Years' War resulted in large migrations of Germans to colonial America.

Emphases

The foundations of the United States were laid in the colonial settlements.
Colonies were established for different reasons by people with different backgrounds.
Shortly after the establishment of many colonies, events changed the nature of the colonial governments.
Migration, both voluntary and involuntary, affected colonial life.
Geography strongly influenced the pace, the manner, and the results of regional settlement.

Learning Activities

Reading and researching in historical documents to discover the nature of the English settlement of America
Analyzing topographic, soil, and climate maps to develop a geographic understanding of the patterns of settlement
Developing case studies which point up significant differences and similarities in patterns of colonial settlement

Reading Selection #1

Introduction to a Reading on Pennsylvania

The following selection is taken from a glowing account by an early traveler of a visit to the colony of Pennsylvania. The description of the land and the people portrays the conditions which actually existed at that time. The omission by the author of any adverse comment and the promise he saw in the colony's future suggest that his motives may have been more practical than dedicated to the bare truth.

The reading makes it possible for the students to get an idea of how some Europeans 'saw' America. The myth of 'the land of abundance' is clearly shown here. The degree of truth in the report is not so important as the fact that many Europeans who read it were ready to believe it. The myth of abundance persists to the present, and, in relative terms, the myth assumes the proportions of reality, even today.

Finally, the reading may be used as a means for developing student understanding of propaganda and propaganda techniques.

The air here is very delicate, pleasant, and wholesome; the Heavens . . . rarely overcast; after rain they have commonly a very clear sky, the Climate is something Colder in the depth of Winter; and Hotter in the height of Summer . . . than here in England, which means the Fruit so good and the Earth so Fertile.

The Corn-Harvest is ended before the middle of July, and most years they have commonly between Twenty and Thirty Bushels of Wheat for every one they sow . . . Their Horses commonly go without being shod; two Men may clear between Twenty and Thirty Acres of Land in one Year fit for the Plough. Here is much Meadow Ground. Poor People both Men and Women, will get near three times more Wages for the Labour in this Country than they can earn either in England or Wales . . .

They have great stocks both of Hogs and Horses, kept in the woods. I saw a Hog killed of about a year old that weighed Two Hundred weight; whose flesh is much sweeter, and even more luscious than that in England because they feed and fatten on the rich fruits besides those fattened at home on Peaches, Cherries and Apples . . . Some farmers have forty, some sixty, and from that number to Two Hundred or Three Hundred head of cattle . . . They are commonly fatter of Flesh and yield more Tallow than the cattle in England. And for the Sheep, they have a considerable numbers which are generally free from infectious diseases which are [common] to those Creatures in England as the Scab, Rot, or Maggots. They commonly bring forth two Lambs at once, some twice in one Year, and the Wool is very fine and thick and also very white . . . .

. . . there are an infinite number of Sea and Land Fowl, Ducks, Swans, as also Turkies, Eagles, Pheasants, Patridges, etc. . . . And for Fish, there are prodigious quantities of most sorts as Herrings, Perch, Smelt, Eels, etc. As also the large sort of Fish as Whales (of which a great deal of Oil is made), Trout, Salmon, Oysters, Crabs, etc.

There are several sorts of wild Beasts of great profit and good food as, Panthers, Wolves, Deer, Beaver, Otter, Minks . . . .

The Industrious Inhabitants [of this colony] have built a Noble and Beautiful City, and called it Philadelphia which contains about two thousand Houses, all inhabited and most of them . . . of brick, generally three stories high, after the [style] of London. . . . It has in it three fairs every year, and two markets every week . . . . The City is situated between School-Kill River and the Great River Delaware. . . . Ships of Two or Three Hundred Tons may come up to this city, by either of these two Rivers. Moreover, in this province are Four Great Market-Towns, Chester, the German Town, New Castle and Lewis-Town. . . . Between these Towns, the water men constantly ply their ships. . . .

Now the True Reason why this Fruitful Country and . . . City advance so considerably . . . is their great and extended traffic and [trade] both by land and sea to New York, New England, Virginia, Mary-Land, Carolinas, Jamaica, Bermudas, New-Foundland . . . and Old England. . . .

Their merchandise chiefly consists in horses, Pork and Beef salted. Bread and Flour, all sorts of Grain, Peas, Beans, Skins, Furs, Tobacco, etc. which are bartered for Rum, Sugar, Molasses, Silver, Negroes, Salt, Wine, Linen and Household Goods. . . .

Secondly, farther into the country is the principal place to trade with the Indians for all sorts of Pelt, as Skins and Furs. . . . Thirdly, Backwards in the country lies mines where Copper and Iron, besides other Metals and Minerals . . . which exceedingly promote traffic. . . .

I must say, even the present [facts] are very great and inviting for poor people (both men and women) of all kinds, since they can get three times the Wages for their labor they can in England. I shall give a few examples. . . . The first was a Blacksmith--my next door neighbor--who himself and one Negro man he had, got fifty shillings in one day, by working up a hundred pound weight of Iron. . . . And for Carpenters, both house and ship, Brick-layers, Masons . . . will get between Five and Six Shillings every day constantly. As for Journey-Men Shoe Makers they have Two shillings per Pair both for Mister and Miss Shoes. And Journey-Men Tailors have Twelve shillings per Week and their Diet. . . . The Butchers for Killing a Beast have Five shillings and their Diet. . . . The Brewers sell much Beer as is equal their strength to that in London. . . . And their Beer is in more esteem than English Beer in the Barbados Islands, and is sold for a higher price there. . . .

Corn and [meat] and what else serves Man for Drink, Food, and [clothes] is much cheaper here than in England. . . . But the chief reason why Wages of Servants of all sorts is much higher here than there, arises from the great fertility and Produce of the [land]; besides, if these large [wages] were refused them, they would quickly set up for themselves, for they can have [food] very cheap and Land for a very small matter, or next to nothing in comparison of the Purchase of Lands in England.

[People of Pennsylvania] pay no Tithes and their Taxes are inconsiderable; the Place is free for all [religions]. . . . They live Friendly and Well together; there is no persecution for religion nor ever like to be. Before I end this paragraph I shall add another Reason why Women's Wages are so [high]; they are not yet very numerous which makes them stand upon high terms for their several services, in Washing, Spinning, Knitting, Sewing and in all other parts of their Employment.

. . . Moreover they are usually Marry'd before they are Twenty Years of Age, and when once in that Noose, are for the most part a little uneasy and make their husbands so too, till they procure them a Maid Servant to bear the burden of the Work as also in some measure to wait on them too.

The Christian Children born here are generally well-favored and Beautiful to Behold; I never knew any come into the World with the least blemish on any part of its Body, being in the general, observed to be better Natured, Milder and more tender-Hearted than those born in England. . . .

Reader, what I have here written, is not a Fiction nor . . . a design to [fool] the ignorant or [gain] favor of the rich and mighty; but [this is written] in mere Pity and pure Compassion to the numbers of Poor Laboring Men, Women and Children in England, half-starved, that are continually wandering up and down looking for employment or reward for their Work. . . . Here are no Beggars to be seen. . . . Jealousy among Men is here very rare, and Barrenness among Women hardly to be heard of, nor are old Maids to be met with; for all commonly Marry before they are Twenty Years of Age, and seldom any young Married Woman but has a child in her Belly, or one upon her lap. . . .

What I have delivered concerning this Province is . . . true. I was an eye-witness to it all, for I went in the first ship that was bound from England for the Country since it received the name Pennsylvania which was in the year 1681. The Ship's name was the John and Sarah of London; Henry Smith was Commander. I have declined giving any Account of several things which I have only heard others speak of, because I did not see them myself. . . .

Source: Thomas, Gabriel. An Historical and Geographical Account of the Province and Country of Pennsilvania in America. London, 1698

Questions Based on Reading Selection #1

1. Describe those features of Pennsylvania that the author feels would attract settlers to Pennsylvania. Which descriptions seem like accurate ones?

2. How many unattractive features does the author find in the colony? Why are there so few?

3. List some glaring examples of exaggeration in this account.

4. Would you say that this account of early Pennsylvania is more true than false? Support your answer.

5. Guess at the reasons which the writer may have had for painting such a favorable picture. Which is the strongest reason you have given? Explain.

Related Activities

You may wish to hold off with the total reaction to the foregoing reading selection until the succeeding readings have been read. At that time comparisons might profitably be made.

1. Develop a working definition of propaganda and apply this class-derived definition to the material just completed.

2. Conduct a class discussion on the topic: Can a story or a report be truthful, serving at the same time as propaganda?

3. A project for a small committee or group might be to use this reading as a source of information about colonial Pennsylvania. Compare this information with other descriptions of colonial life in the time period described. Reports on findings can be made to the class.

Notes to the Teacher

A number of junior high schools have received The Colonial Unit - The Emergence of the American, materials produced by Educational Services, Inc. From these documents teachers can obtain suggestions for showing pupils how to use documentary materials.

Reading Selection #2

Introduction to Readings on New England

The following readings present students with an opportunity for making valid contrasts. Other useful contrasts will arise when conditions in present-day New England are brought into the picture.

On New England
John Smith

NEW ENGLAND

That part we call New England is between the degrees of 41° and 45°, N. Lat., stretching from Penobscot to Cape Cod some seventy leagues by a right line distant from each other. Within these bounds I have seen at least forty habitations upon the sea coast and sounded about twenty-five excellent harbors. In many harbors there is anchorage for five hundred ships of any tonnage. Others have room for one thousand.

This coast is mountainous and isles of huge rocks, but overgrown for the most part with excellent woods for building houses, boats, barks, or ships with incredible abundance of most sorts of fish, much fowl, and all sorts of good fruits for man's use.

Adapted from: John Smith, "The Sixthe Book: The Generall Historie of New England," The Generall Historie of Virginia, New England, and the Summer Isles . . . Divided into Sixe Bookes (London, 1624). For the original text from which this is adapted see Supplement of Documents.

MASSACHUSETTS

But to return to the characteristics of this country: along the Kennebec river I saw nothing but great cliffs of barren rocks overgrown with woods; but where the savages dwell, there the ground is excellent soil, and fertile. Westward of this river is the large, deep bay filled with many islands which divide it into many harbors. But all this coast to Penobscot and as far as I could see Eastward of it, is nothing but such high craggy, cliffy rocks and stony isles that I wonder such great trees could grow upon such hard foundations. It is a country to affright rather than delight one. These rocky isles are furnished with good woods, springs, fruits, fish, fowl, and the sea is the strangest fishpond I ever saw. This makes me think, though the coast be rocky, the vallays and plains and interior parts may well be fertile. And there is no country so fertile that hath not some part barren, and New England is great enough to make many pass the coast westward (to the interiors).

The country of the Massachusits is the Paradise of all those parts, for here are many isles planted with corn, groves, mulberry, savage gardens, and good harbors. The coast is for the most part high, clayie, sandy cliffs.

The coast of Massachusits is indifferently mixed with high clay or sandy cliffs in one place, and the tracts of large, long ledges, with tinctured veins of divers colors, that its uses may be: free stones for building, slate for tiling, smooth stone to make furnaces, and forges for glass and iron, and iron ore sufficient conveniently to melt them in.

If they be not of these qualities, they deceive me. If that ore proves good, I dare imagine (having but the men skillful to work) to be able to build and rig ships of any proportion and good merchandise for them to carry.

The ground is so fertile, that questionless it is capable of producing any grain, fruits, seeds, you will sow or plant. However, (things grown) may not be perfect, because the summer is not so hot and the winter is more cold than in Europe or Asia. All sorts of cattle may be bred and fed in the isles or peninsulas for nothing.

But the main product to be extracted for the present is fish. This may seem an unimportant commodity, but it is well worth the labor. Who does not know that the Hollanders chiefly by fishing are made a hardy and industrious people. They can exchange fish with the French, Spanish, Portuguese, and the English for what they want. They are made so mighty and rich as no state but Venice. If they can do so well, why shouldn't we do much better?

The herbs and fruits are of many sorts and kinds as alkermes, currants, mulberries, vines, goosberries, plums, walnuts, chestnuts, small-nuts, pumpions, gourds, strawberries, beans, peas, and maize; a kind or two of flax (to make nets, lines, and ropes).

Oak is the chief wood; also fir, pine, walnut, chesnut, birch, ash, elm, cedar, mulberry, plum tree, hazel, sassafras, and many others.

Eagles, gripe, divers sorts of hawks, cranes, geese, cormorants, ducks, crains, swans, sheldrakes, teal, meawes, gulls, turkies, and many other sorts.

Whales, grampus, porkpisces, turbot, sturgeon, cod, haddock, cole, susks or small ling, shark, mackerel, herring, mullit, bass, pinnacks, rummers, pearch, eels, crabs, lobsters, oysters, cockles, clamps, periwinkle and many others.

Moose, a bigger beast than a stag, deer, red and fallow, beavers, wolves, bears, otters, martins, fitches, musquassus, and divers other sorts of vermin whose names I know not. All these and other good things do here, for want of use, still increase.

Questions for Discovery

1. How does John Smith describe the coastal area of New England?

2. What possibilities for the exploration of mineral resources does John Smith see in Massachusetts?

3. What explanation does John Smith give for the fertile soil of Massachusetts?

4. Why does John Smith give such emphasis to the fishing resources of New England?

Questions for Inquiry

1. How do the geographic descriptions given by John Smith compare with the actual living conditions after New England was settled?

2. What clues do we find in this document that foretell the later development of New England as a manufacturing center? As a shipping center?

Evaluating the Document and the Writer thereof

1. Do the facts reported in this account seem to be built on personal or secondhand knowledge? How can you tell?

2. Is this a hopeful and encouraging report? How do you know?

3. Was Smith's expectation that fertile farming areas lay inland from the coast based on scientific grounds?

Reading Selection #3

On New England

Francis Higginson*

OF THE EARTH OF NEW ENGLAND

First, therefore, of the earth of New England. It is a land of divers and sundry sorts all about Massachusetts Bay, and at the Charles River is as fat, black earth as can be seen anywhere; and in other places you have clay soil, in others gravel, in other sandy as it is all about our Plantation at Salem, for so our Town is now named.

The form of the earth is here neither too flat in the plainness, nor too high in hills, but partakes of both in mediumness, and fit for pasture or for play or meadow ground, as men please to employ it; though all the country be as it were a thick wood for the general, yet in divers places there is much ground cleared by the Indians, and especially about the Plantation, and I am told that about three miles from us a man may stand on a little hilly place and see thousands of acres of ground as good as need to be, and not a tree in the same.

It is thought here is good clay to make bricks and tiles, and earthen pots as needs be. For stone, there is plenty of slates at the Isle of Slate in Massachusetts Bay, and limestone, freestone, and smoothstone, and iron stone, and marble stone also in such store, that we have great rocks of it (and in the harbor near by). Our Plantation is from thence called Marbleharbor.

Of minerals there hath yet been but little trial made, yet we are not without great hope of being furnished in that soil.

The fertility of the soil is to be admired at, as appeareth in the abundance of grass that groweth everywhere both very thick, very long, and very high in divers places; but it groweth very high because it never had been eaten with cattle, nor mowed with a scythe, and seldom trampled on by foot. It is scarce to be believed how our kine and goats, horses, and hogs do thrive and prosper here.

OF THE WATERS OF NEW ENGLAND

New England hath water enough both salt and fresh, the greatest sea in the world, the Atlantic sea, runs all along the coast. There are abundance of islands along the shore, some full of wood and mast to feed swine, and others clear of wood and fruitful to bear corn. Also we have excellent harbors for ships, as at Cape Anne and at Massachusetts Bay, and at Salem.

The abundance of sea-fish is almost beyond believing, and sure I should scarce have believed it except I had seen it with mine own eyes. I saw great store of whales, and crampusse, and such abundance of makerils that it would astonish one to behold, and likewise cod-fish. There is a fish called a basse, a most wholesome and sweet fish as ever I did eat. Of this fish our fishers take many hundred together, which I have seen lying on the shore to my admiration. Yea, their nets ordinarily take more than they are able to haul to land, for want of boats and men they must let many go.

And for fresh water the country is full of dainty springs and some great rivers and some lesser brooks. At Massachusetts Bay they digged wells and found water at three foot deep in most places.

Thus we see both land and sea abound with store of blessings for the comfortable sustenance of man's life in New England.

OF THE AIR OF NEW ENGLAND

The temper of the air of New England is one special thing that commends this place. Experience hath shown that there is hardly a more healthful place to be found in the world that agreeeth better with our English bodies. Many that have been weak and sickly in old England, by coming hither have been thoroughly healed and grown healthful and strong. And I that have not gone without a cap for many years together, have now cast away my cap, and do wear none in the day time.

In the summer time in the midst of July and August, it is a good deal hotter than in old England: and in winter, January and February are much colder as they say; but the spring and autumn are of a middle temper.

OF THE FIRE OF NEW ENGLAND

Thus you have heard of the Earth, Water, and Air of New England, now it may be you expect something be said of the Fire proportionable to the rest of the Elements.

Indeed, I think New England may boast of this element more than of all the rest: for though it be here something cold in the winter, yet here we have plenty of fire to warm us, and that a great deal cheaper than they sell billets and faggots in London, nay, all Europe is not able to afford to make so great fires as New England. A poor servant here that is to possess but 50 acres of land, may afford to give more wood for timber and fire as good as the world yields than may many Noble men in England. And although New England have no tallow to make candles, yet, by the abundance of the fish, it can afford oil for lamps. Yea our pine trees that are the most plentiful of all wood, doth allow us plenty of candles. They are such as the Indians use, and they are nothing else but the wood of the pine cloven in two little slices, which are so full of the moisture of turpentine and pitch, that they burn as clear as a torch.

*(Francis Higginson), New England's Plantation or, A Short and True Description . . . of that Country (London, 1630), pp. 5-11, as reproduced in Tracts and Other Papers Relating . . . to the Colonies in North America, collected by Peter Force (Washington, 1836-46), Vol. 1.

Questions for Discovery

1. How does Francis Higginson's description of New England agree with that of John Smith? In what respects is it different?

2. Which description do you find more helpful in studying the physical geography of the region? Give reasons.

3. Why does Francis Higginson write, "Thus we see both land and sea abound with store of blessings for the comfortable sustenance of man's life in New England"?

4. How does Francis Higginson view the air and fuel resources of New England as compared with those of England?

Questions for Inquiry

1. How has the industrialization of New England affected the description given in the document?

2. In what ways has the promise of this writer been borne out by the experience of New England?

Reading Selection #4

On Virginia
John Smith

TIDEWATER, VIRGINIA

1. Physical Description of the Area

This part of Virginia lies between 37° North and 40° North of the equator. The boundary on the east is the Atlantic Ocean. To the southward lies Florida. On the west the limits are unknown.

There is only one entrance by sea into this region. The entrance, 18 or 20 miles wide, is the mouth of a very goodly bay. The cape south of the entrance of the bay is called Cape Henry. There the land is white, hilly sands, and all along the shore are great numbers of pines and fir trees. The cape north of the entrance of the bay is called Cape Charles. The islands at the entrance of the bay are called Smith's Isles, from the name of the discoverer.

The bay runs north and south for nearly 200 miles, and has a channel of between 6 to 15 fathoms* deep for 140 miles. The Chesapeake Indians inhabit this region, and the bay is named after them.

As you go from the northernmost part of the bay to the northwest, the land becomes mountainous, and continues mountainous as you go southwards. But the further south you go, the further off from the bay are the mountains. From the mountains fall certain brooks which later become fine navigable rivers. These run from the northwest to the southeast, and so into the west side of the bay. Each of these rivers is 15 or 20 miles from the next.

On the west side of the bay are five fair and delightful, navigable rivers. The first of them, next to the mouth of the bay, flows from the west. It is called the James. It is navigable for 150 miles. At that point there are rapids, which prevent navigation any higher. As the river flows from these rapids to the bay, it is enriched with many goodly brooks and pleasant springs. On the north bank of the James the English are settled in a place called Jamestown in honor of the king.

The second river, to the north of the James, is called the York River.

The third navigable river is called the Rappahannock. This is navigable for some 130 miles. It has as many fish and fowl as the two preceding rivers.

The fourth river is called the Potomac. It is navigable for 140 miles, and it too is fed by many sweet rivers and springs, which fall from the bordering hills. It contains great numbers of fish, and the banks of the river produce various foods in great quentity.

The fifth river is called the Patuxent. Although it is smaller than the other rivers, its channel is 16 fathoms deep in some places. Here we saw more skeletons of different kinds of fish than elsewhere.

*One fathom equals six feet.

2. The Nature of the Land

The appearance and coloring of the earth in most places show that the soil is very fertile. For the most part it is black and sandy, in some places it is a fat, slimy clay, and in other places a very barren gravel. The best soil is revealed by the great numbers of trees and weeds which grow on it.

The country is neither mountainous nor low. It has pleasant plains, hills, and fertile valleys, and is watered by fresh brooks and springs, which are as useful as they are delightful. By the rivers are many marshes, some containing 20 acres, some 100 acres, and some 200 acres. There are only a few other treeless areas, and they are all inhabited by the Indians. However, they are all overgrown with weeds, being wild as God first made them.

3. The Climate

The climate of this country agrees well with Englishmen, once they are accustomed to it. Even though on many occasions our people fell sick, they soon recovered.

The summer is as hot as in Spain, the winter as cold as in France or England. The heat of summer lasts from June to August, but commonly cool breezes help to lessen the heat. The winter is worst from mid-December to mid-March. The cold is extremely sharp.

The winds are here variable, and I have seldom either seen or heard in Europe such thunder and lightning. From the southwest come the greatest gusts of thunder and heat. From the northwest the wind is commonly cool and brings fog and rain.

Sometimes there are great droughts, and at other times there is much rain. Therefore, if men plant them, all manner of fruits will grow in great plenty.

4. Resources

Virginia has many excellent vegetables and living creatures, yet there is little or no grass, except what grows in low marshes. All the country is overgrown with trees, whose fallen leaves continually turn the grass to weeds.

The timber that is most common is oak and walnut. Many of the oaks are so tall and straight that they will provide sixty feet of timber thirty inches thick. Some elm, black walnut, and ash can also be found. Near the dvellings of the Indians are some mulberry trees. There was an attempt to make silk, and the worms prospered until the master

workman fell sick. While he was sick, the worms were eaten by the rats.

In some parts are found cherries, chestnuts, vines in great abundance, strawberries, a most common root called Tock-awhoughe which is very like the potato in size and flavor. In the low marshes grow plots of onions.

Of beasts, the chief are deer. There are also squirrels, flying squirrels, oppossums, bears, beavers, foxes, and dogs that cannot bark but howl like wolves.

Of fish, we most often caught sturgeon, grampuses, porpoises, seals, mullets, white salmon, trout, soles, plaice, herrings, conyfish, rockfish, eels, catfish, shad, crabs, shrimps, oysters, cockles, and mussels. But the strangest fish is a small one, as like the picture of St. George's Dragon as can possibly be, except for his legs and wings.

Little is known about what lies beneath the surface of the earth. However, many regions lying in the same latitude have very rich mines of various kinds. Thus Virginia may well have many minerals.

Adapted from: John Smith, "The Second Booke: The Sixthe Voyage, 1606, to Another Part of Virginia," The Generall Historie of Virginia, New-England, and the Summer Isles . . . Divided into Sixe Bookes (London, 1624).

Exercises Based on Smith's "Virginia"

Help pupils understand the following geographic terms used in John Smith's description of Virginia.

tidewater	plains	marshes
cape	drought	springs
bay	latitude	brooks
navigable	fathoms	
channel	fog	

Using the map supplied in the back of the booklet entitled "Virginia: How Did Its Land Settlement Differ From That of New England?" do the following:

Locate the tidewater region of Virginia using the directions supplied by John Smith.
Find the entrance to Cape Charles and Chesapeake Bay.
Trace the mountains to the north and south of Chesapeake Bay.
Trace the flow of the following rivers: the James, the York, the Rappahannock, the Potomac, the Patuxent.
Tell in which direction these rivers flow and into what large body of water they empty.

Questions for Discovery and Inquiry

1. What were the characteristics of the land in the tidewater region at the time of colonial settlement?

2. How has the land been changed since colonial times?

3. What natural factors account for the hot summers and cold winters in this region?

4. Is Virginia today a rich mining state? Why did John Smith think that Virginia would contain rich mines?

Additional Materials and Learning Activities (Educational Services, Inc.)

Part I B, entitled "How Might Men Guarantee the Success of Their Colonies?" provides a photographic analysis of land and water areas in New England and Virginia. The object is to relate the photographs to the information given by John Smith and Francis Higginson. A landforms map of the northeastern United States is provided to help pupils plan for the planting of colonies in New England and Virginia.

Part II B, entitled "Virginia: How Did Its Land Settlement Differ from That of New England?" contains original documents, maps, quotations, statistics, charts, and photographs which are concerned with patterns of settlement and the effects of settlement patterns on the settlers.

Part IV A, entitled "Samuel Sewall: The Diary of a Puritan" reflects the views about Massachusetts from 1685-1716 of a person raised from childhood in the American colony. Sewall represents a change from the earlier Puritan settler whose ideals were those of a purely religious community. Pupils are asked to compare the outlook of Winthrop and Bradford who lived in New England a generation earlier with that of Sewall.

Other E.S.I materials that are helpful include:

"What, Then, Is the American, This New Man?"
"Virginia's Cure"
"The Virginia Planter: George Washington"
"The New England Merchant: Joseph Lee & Co."
"The Indentured Servant: The Trial of Davis vs. Swett"
"Gustavus Vassa: The Story of a Slave"
"Why Did the Colonial Assemblies Come to Clash with Royal Governors?"

Games and Simulation - In connection with the Colonial Unit: The Emergence of the American, teachers may wish to utilize "The Game of Empire" in which gaming theory is applied to the problem of how men traded within the British Empire. These materials were also produced by Educational Services, Inc.

Some Learning Materials

Theme B — How Permanent Settlements Were Formed in the New World

Selected Bibliography for Students

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
N	American Heritage Magazine	Pilgrims and Plymouth Colony	Harper	1961	5-9
F	Dalgliesh, Alice	Courage of Sarah Noble	Scribner	1954	4-6
B	Eaton, Jeanette	Lone Journey: the Life of Roger Williams	Harcourt	1944	7-
B	Gray, Elizabeth	Penn	Viking	1938	6-9
N	Jackson, Shirley	The Witchcraft of Salem Village	Random	1965	5-8
N	Johnson, Gerald	America Is Born	Morrow	1959	5-9
F	Petry, Ann	Tituba of Salem Village	Crowell	1964	6-9
N	Speare,Elizabeth	Life in Colonial America	Random	1963	6-9
F	Speare,Elizabeth	Witch of Blackbird Pond	Houghton	1958	7-
N	Tunis, Edwin	Colonial Craftsmen and the Beginnings of American Industry	World	1965	6-10

Audio-Visual Materials

16mm. Sound Motion Picture Films

ITEM NO.	TITLE
* 130.31	Colonial Expansion of European Nations
131.3	Colonial Living
473.1	The Plymouth Colony: The First Year

* Available through Central Loan Collection

Filmstrips

ITEM NO.	TITLE
44860	Colonial Life (Set of 8 filmstrips)
44860.1	How Our Democracy Developed
44860.11	Life in a New England Town
44860.12	Life in a Southern Town
44860.13	Life in Jamestown
44860.14	Life in New Netherlands
44860.15	Life in Plymouth
44860.16	Life on a New England Farm
44860.17	Life on a Southern Plantation

Suggested Learning Activities

Theme C — How the Thirteen Colonies Became One Nation

Introduction

This theme, which throws light on the relationships between England and the colonies, is based upon the foundations laid in Themes A and B. The difficult times between 1763 and 1789 are presented as a sequel to the pains of discovery and settlement. The causes of the American Revolution, the roles played by people during and after those eventful years, and the results of the American rebellion are subjected to analysis.

Emphases

What were the factors which led to a demand for freedom by the colonists?
How were the colonists affected by the laws passed by the mother country?
How did the colonists voice their grievances?
How was the average man affected by the forces and pressures of the Revolution?
What media were used to influence thinking in former times? Today?
What was the role of minority groups in the shaping of American democracy during the period from 1660 to 1789?
How have the forces of liberty manifested themselves in our history?

A Dramatization of an Historical Occurrence

Aim:

How was progress with regard to the freedom of the press achieved in the colonial period?

Pivotal Questions:

1. What were the factors which led to a demand for freedmon of the press?

2. Describe the Zenger case.

3. How did this event affect the later growth of democracy in the colonies?

4. How free is our press today? Explain.

Procedure:

1. Have the class research and discuss the background of the John Peter Zenger case.

2. Use students in the class to dramatize the court case. Participants should be familiar with court procedure.

The Defendant	--	John Peter Zenger
Defense Counsel	-	Andrew Hamilton
The Crown	--	Governor Cosby
The Law	--	Magistrates
		The Jury

3. References - "Andrew Hamilton's Defense of John Peter Zenger-August, 1735," in Starr, I, Todd, P. L., and Curti, M. Living American Documents. New York: Harcourt, Brace and World, 1960

Nesbitt, John. The Peter Zenger Case

Passing Parade (16 mm film), MGM

Outcomes to Be Derived from a Study of the John Peter Zenger Case

An understanding of what the struggle for human rights entails

An ability to explore and use primary and secondary source materials

A recognition of the contributions made by many people in the development of America's heritage

Appreciation of the gradual and continuous growth of the United States as a democratic nation

Using a Primary Source Document

Topic:

How does James Otis' speech against the writs of assistance (February 24, 1761) illustrate the nature of colonial grievances against the Crown?

Aim: To judge the merits of the grievances held by the colonists against the English Crown

Key Questions:

1. How were the colonists affected by the arbitrary laws of the mother country?

2. What were the principal arguments of the colonists against such laws?

3. Were these arguments aimed at the King or ratner at the English government's misuse of its power? Explain.

Procedure:

1. The Otis speech may be found in Living American Documents by Starr, I., Todd, P. L., and Curti, M. New York: Harcourt, Brace and World, 1960. Have copies duplicated for your class.

2. After students have read the speech, they can answer the following questions:

   a. What was the background for the adoption of the writs of assistance by the English government?

   b. What were the principal arguments presented by Otis against the writs?

   c. Otis seems to be appealing to a higher authority than that of the court or mere men. What is that authority? Give evidence of such an appeal in his speech.

   d. Other patriots and other documents made similar references to the higher authority. Who and what were these people and documents?

   e. As a representative of the Crown, how would you have argued against the position taken by James Otis?

Outcomes to Be Derived from a Study of the James Otis Speech

An understanding of our nation's early struggle for independence

An ability to apply problem solving and critical thinking skills to social issues

Development of an attitude of civic responsibility and a feeling of pride in the heritage of all Americans

References

Morris, Richard B. "Then and There the Child Independence was Born," American Heritage, February 1962

"James Otis' Speech Against the Writs of Assistance," in Starr, I., Todd, P. L., and Curti, M. Living American Documents. New York: Harcourt, Brace and World, 1960

Analyses in Depth of Historical Events

A. The Story of the Boston Massacre

Let us look at the Boston Massacre from the viewpoint of two colonists, both of whom were passionately devoted to the cause of freedom. Let us compare their story of the event with the account which has become familiar over the years. Before we make this comparison, let us briefly review the events leading up to that March evening in Boston harbor.

With the repeal of the Stamp Act, aroused tempers were calmed. Those colonials who were alarmed at the thought of trouble with the mother country gained increased confidence in the months following the repeal of the hated law. But all was not calm beneath the surface. Those forces of discontent and resentment against English authority were still present. Many colonials did not easily forget the speeches of Patrick Henry, the resolutions of the Stamp Act Congress, the boycotts, the Sons of Liberty, and the sporadic outbursts of violence. Nor did some colonials want their countrymen to forget.

Sam Adams, John Adams, John Hancock, Patrick Henry, and others forcefully urged fellow colonials to be aware of the British infringement of their rights. As it turned out, the English government unintentionally helped the efforts of these patriots bear fruit more easily.

After the repeal of the Stamp Act, George Grenville was dismissed by the King as Prime Minister. George III appointed Charles Townshend, affectionately known as "Champagne Charlie," to take his place. Townshend, not wishing to repeat the errors of his predecessor, decided that the best type of tax for raising revenue in the colonies would be an external tax or one that taxed goods coming into the country. The colonials complained about internal taxes such as the Stamp Act, but certainly they would not have any complaint about this kind of duty.

Therefore, in 1767, small duties were levied on lead, glass, paint, tea, and many other items imported by the colonies. Commissioners were sent to the colonies and were paid by the English government to supervise enforcement of the tax laws and the collection of taxes.

To enable these commissioners to do their job, writs of assistance were legalized. If Townshend had hoped to improve upon Grenville, he certainly did exactly that. Colonial resistance to the Townshend program was just as intense and just as widespread. Acts of violence were common. The pattern of rebellion against the Stamp Act was re-enacted.

An informer who reported a Boston smuggler to the government was tarred, feathered, and dragged through the streets. A revenue boat was boarded, smashed, and burnt by a mob in Newport, Rhode Island because it brought into the harbor two vessels accused of smuggling. When the royal commissioners in Philadelphia seized fifty casks of Madeira wine on which duties had not been paid, a mob assaulted them and took the wine.

In June, 1768, John Hancock's ship The Liberty docked at Boston with a cargo of wine. The official who went on board to collect the tax was thrown into the ship's cabin, and most of the wine was removed.

As a result of such obstruction of the enforcement of the law, English troops were moved into Boston. Feeling between the Boston populace and these troops ran high. Such, then, were the conditions which prevailed when the Boston Massacre took place.

Suggestion to the teacher: Rexograph copies of the following excerpts and distribute them to the class.

Reading Selection #1

John Tudor Describes the "Massacre"

On Monday Evening . . . a few minutes after 9 o'clock a most horrid murder was committed in King Street before the Custom-house Door by 8 or 9 soldiers under the command of Captain Thomas Preston. . . .

This unhappy affair began by some Boys & young fellow throwing Snow Balls at the sentry placed at the Customhouse Door. On which 8 or 9 Soldiers Came to his assistance. Soon after a Number of people collected, when the Captain commanded the Soldiers to fire, which they did and 3 Men were Killed on the Spot & several Mortally wounded, one of which died next morning. The Captain soon drew off his soldiers . . . or the Consequences might have been terrible, for on the guns firing the people were alarmed & set the Bells a Ringing as if for Fire, which drew Multitudes to the place of action. . . . The Governor desired the Multitude about 10 o'clock to separate & go home & he would do all in his power that Justice should be done, etc. . . . but the people insisted that the Soldiers should be ordered to their Barracks first before they would separate, Which being done the people separated about 1 o'clock. Captain Preston was taken up by a warrant given to the . . . Sheriff by Justice Dania and Tudor and came under Examination about 2 o'clock & we sent him to [jail] soon after 3 having Evidence sufficient to commit him on his ordering the soldiers to fire; So about 4 o'clock the Town became quiet. The next forenoon the 8 Soldiers that fired on the inhabitants was also sent to [jail]. Tuesday A.M. the inhabitants met at Faneuil Hall & after some pertinent speeches, chose a Committee of 15 Gentlemen to wait on the Lieutenant Governor in Council to request the immediate removal of the Troops. . . . His Honor's Reply was. Gentlemen I am extremely sorry for the unhappy difference & especially of the last Evening and Signifying that it was not in his power to remove the Troops etc., etc.

The Above Reply was not satisfactory to the Inhabitants. . . . In the afternoon the Town Adjourned to Dr. Sewall's Meetinghouse, for Fanieul Hall was not large enough to hold the people, there being at least 3,000 . . . when they chose a Committee to wait on the Lieutenant Governor to let him know that nothing less will satisfy the people, then a total & immediate removal of the Troops out of the Town. His Honor laid before the Council the Vote of the Town. The Council thereupon expressed themselves to be unanimously of opinion that it was absolutely Necessary for his Majesty's service, the good order of the Town etc. that the Troops Should be immediately removed out of the Town. His Honor communicated this advice of the Council to Colonel [in command] desired he would order the Troops [removed]. After the Colonel had seen the Vote of the Council He gave his Word & Honor to the Town's Committee that both regiments should be removed. . . . The Committee returned to the Town Meeting & Mr. Hancock, chairman of the Committee read their Report as above, which was Received with a shout and clap of hands, which made the Meeting-house ring. So the Meeting was dissolved. . . .

Thursday. . . . The Inhabitants . . . followed to the Grave (for they were all buried in one) the 4 Bodies of Sam Gray, Sam Maverick, James Caldwell & Crispus Attucks, the unhappy Victims who fell in the Bloody Massacre. On this sorrowful occasion most of the shops & stores in Town were shut, all the Bells were ordered to toll a solemn peal in Boston. . . .

Captain Preston was tried for his Life on the affair. . . October 24, 1770. The Trial lasted 5 Days, but the Jury brought him in not Guilty.

Reading Selection #2

John Adams Defends British Soldiers

You must place yourselves in the situation of Wemms and Kilroy [British soldiers]--consider yourselves as knowing that the prejudices of the world about you were against you--that the people about you thought you came to [force] them into obedience to laws, instructions . . . which they thoroughly detested. . . . that they, the soldiers, had no friends about them, the rest were in opposition to them; with all the bells ringing to call the town together to assist the people in King Street, for they knew by that time that there was no fire. . . . The people crying, 'Kill them! kill them! Knock them over!' heaving snowballs, oyster shells, clubs--consider yourselves in this situation, and then judge whether a reasonable man in the soldiers' situation would not have concluded they were going to kill them. . . .

It is necessary to consider what is a riot. . . . I shall give you the definition of it. " Wheresoever more than three persons use force or violence, for the accomplishment of any design whatever, all concerned are rioters."

Were there not more than three persons in Dock Square? Did they not agree to go to King street and attack the main guard? Where, then, is the reason for hesitation at calling it a riot? If we cannot speak the law as it is, where is our liberty? And this is law, that wherever more than three persons are gathered together to accomplish anything with force, it is a riot. . . .

The next witness that knows anything was James Bailey. . . . He saw some around the sentry, heaving pieces of ice large and hard enough to hurt any man--as big as your fist. One question is, whether the sentinel was attacked or not. If you want evidence of an attack upon him there is enough of it. Here is an witness, an inhabitant of the town--surely no friend of the soldiers, for he was engaged against them at the rope-walk. He says he saw twenty or thirty [townspeople] around the sentry, pelting with cakes of ice as big as one's fist. Certainly, cakes of ice of this size may kill a man, if they happen to hit some part of the head. So that here was an attack upon the sentinel, the consequence of which he had reason to dread, and it was prudent in him to call for the main guard. He retreated as far as he could go. He attempted to get into the Custom House, but could not. Then he called to the guard, and he had a good right to call

for their assistance. . . . Bailey swears Montgomery [British soldier] fired the first gun. . . . This witness certainly is not prejudiced in favor of the soldiers. He swears he saw a man come up to Montgomery with a club and knock him down before he fired, and that he not only fell himself but his gun flew out of his hand, and as soon as he rose he took it up and fired. If he was knocked down on his [post], had he not reason to think his life in danger?

When the multitude was shouting . . . and threatening life, the bells all ringing, the mob whistling, screaming . . . the people from all quarters throwing . . . rubbish they could pick up in the streets, and some who were quite on the other side of the street throwing clubs at the whole party, Montgomery in particular [hit] with a club and knocked down--what could he do? Do you expect [him to do nothing?]

[Witness] Bailey "saw the mulatto, seven or eight minutes before the firing, at the head of twenty or thirty sailors . . . and he had a large cord-wood stick." So that this Attucks, by the testimony of Bailey . . . appears to have undertaken to be the hero of the night and to lead this army. . . . To form them in the first place in Dock Square, and march them up to King street with their clubs. They passed through the main street up to the main guard in order to make the attack. If this was not an unlawful assembly, there was never one in the world. Attucks . . . comes around Jackson's corner and down to the party at the sentry box. When the soldiers pushed the people off, this man, with his party, cried, "Do not be afraid of them, they dare not fire; kill them! kill them! knock them over!" And he tried to knock their brains out. It is plain the soldiers did not leave their stations, but cried to the people, "Stand off!" Now, to have this reinforcement coming down, under the command of a stout mulatto fellow, whose very looks was enough to terrify any person, what [were] the soldiers to fear now? He had hardiness enough to fall in upon them, and with one hand took hold of a bayonet, and with the other knocked the man down. This was the behavior of Attucks, to whose mad behavior, in all probability, the dreadful carnage of that night is chiefly to be ascribed. . . ."

Sources: Tudor, William, ed. Deacon Tudor's Diary. Boston, 1896, pp. 30-34

Harding, Samuel B., ed. Select Orations. New York: Macmillan Co., 1909, pp. 14-18

Was the Boston Massacre a "Massacre"?

The readings above offer two different views of the Boston Massacre by people who lived in Boston at the time. The account by merchant John Tudor is obviously sympathetic to the colonials' side whereas John Adams' story is clearly a ringing defense of the British soldiers' actions. From the two accounts, the students should be able to see that the event was not a "massacre" in terms of numbers but rather an occurrence that resulted from the heightened tension between the British and the colonials; that blame cannot be fixed upon the British; and that anti-English sentiment was not so strong in Boston at that time as to prevent the soldiers from receiving a fair trial.

The readings also give the student an opportunity to recognize "loaded" words and phrases as well as to contrast sources.

Questions to Encourage Evaluation and Discussion of the Documents

1. According to Tudor and Adams, what were the events which took place on that fateful Monday evening? (Students should seek to separate the actual factual events from the opinions expressed by the author.)

2. Compare the authors on the issue of responsibility for the "massacre."

3. Both Tudor and Adams were colonial patriots who desired greater freedom from British restrictions. Yet they disagreed as to what happened. How can we explain the differences in their versions of the incident?

   Note to the teacher: The purpose of Questions 1, 2 and 3 is to suggest to students that the credibility of sources is not always guaranteed and that it is often quite difficult to arrive at the "truth" about any event which has human causation and action.

4. If you had been the judge in this case, what verdict would you have reached? Why?

5. Why did Tudor fail to make mention of Crispus Attucks at all?

6. What does the quote, "...a stout mulatto fellow, whose very looks were enough to terrify any person..." tell us about John Adams and about the jurymen toward whom the words were directed?

Other Activities

1. Encourage further research on the role of Attucks. Lerone Bennett's Before The Mayflower contains several interesting notes on the part played by Attucks.

2. Build the habit of comparison of primary and secondary sources by assigning a team of students to note the similarities and differences between accounts found in textbooks and in the readings above.

B. They Fought in the Revolution

The list of foreign nationals who left their native land to come to assist the rebellious colonists in America is a long and notable one. It includes such men as Conway of Ireland, Pulaski and Kosciusko of Poland, Steuben and DeKalb of Germany, Lafayette and Rocheambeau of France, and Montgomery of Britain.

The list of colonists of all races, creeds, and colors who fought in the Revolution, is also long and notable. However, some of the heroes are unsung, and some of the heroes' graves are unmarked. Among the groups which rarely receive mention or credit for their contributions to the struggle for freedom is the Negro people. Let us now examine the role played by Negroes in the American Revolution. In connection with the reading selection directly below, thought should be given to the following questions:

1. Why were Negroes refused the right to serve in the colonial army during the first months of the war? Why were they finally permitted to volunteer?

2. What is the writer's opinion of the role of Negroes in the war? How do you know?

3. Describe some of the Negro's contributions in the struggle for independence.

Reading Selection #1

They Also Fought and Died

When British troops stormed up Breed's Hill in the battle mistakenly called Bunker Hill, Negro patriots were in the ranks with white patriots. One of the heroes of that hot afternoon was Peter Salem who shot Major Pitcairn [the British commander] when he popped up and announced, a trifle prematurely, "The day is ours." Among the many Negro soldiers who fought at Bunker Hill were Prince Hall, Pomp Fish, Cuff Hayes, Caesar Weatherbee and Salem Poor. The two Salems--Peter Salem and Salem Poor--were among the heroes of the war. Poor was later commended by fourteen officers who said he "behaved like an experienced officer, as well as an excellent soldier. . . . In the person of this . . . Negro centers a brave and gallant soldier. . . ."

The battle of Bunker Hill was fought in June. In July George Washington took command of the American troops. An order went out immediately from his headquarters forbidding the enlistment of Negroes.

Several factors entered into the decision to bar Negroes. Despite the evidence of their eyes, some officers insisted that Negroes were poor soldiers. Others said it was shameful to ask Negroes to die for white men. Still others said it was dangerous to use Negro troops. If America used Negroes, they reasoned, so would England.

The argument raged through the fall of that year. It was debated in Congress and in the coffeehouses and manors. George Washington summoned his general officers and they sat down in October to debate the question. It was decided finally to bar all Negroes, slave and free. Washington issued an order to this effect on November 12, 1775.

Seven days earlier, however, Lord Dunmore, the [former] royal governor of Virginia, had taken a step which eventually forced Washington to reconsider. From his ship in Norfolk harbor, Dunmore proclaimed freedom to all slaves who were willing and able to bear arms. Thousands of slaves immediately deserted their masters to fight for <u>their</u> freedom. At Kemp's Landing in Virginia, they proved their mettle by defeating a group of Virginians. When the white men broke ranks and retreated into the swamps, the former slaves gave chase. At this point occurred one of those little incidents that illuminate a whole era. One Colonel Hutchings, a Virginian, was cornered by a Negro man he recognized as one of his escaped slaves. Naturally, the colonel was indignant. He fired at his ex-slave. But the bullet missed. The ex-slave closed in and whacked his former master across the face with a saber. Then, in the greatest humiliation of all, Colonel Hutchings was led into the British lines by his former slave.

George Washington . . . was alarmed. He reversed himself and permitted the enlistment of free Negroes who had fought in the early battles. Congress approved the order, but again refused to [permit] the enlistment of slaves.

Circumstances, however, [changed matters]. For one thing, it was very difficult to coax white men into the Continental [Army]. Although there were some one million men of fighting age in the colonies, the Continental [Army] never exceeded fifty thousand soldiers at one time. Bounties of land and money were offered to volunteers. Some states even offered bounties to Negroes. Nothing, however, flushed the backsliders. Washington went into the terrible ordeal of Valley Forge in December, 1777 with some nine thousand men. By March of 1778, more than three thousand men had deserted.

After Valley Forge, every able-bodied man, Negro or white, slave or free, was welcomed in the Continental [Army]. Washington sent an officer from Valley Forge in 1778 to ask the Rhode Island Assembly to authorize the enlistment of Negro slaves. In February, the Assembly . . . [agreed]. Two months later, Massachusetts followed. By the end of the war, some five thousand Negroes, slaves and freemen, had shouldered arms in defense of American liberty. There were Negro soldiers from every one of the original thirteen states, including South Carolina and Georgia. Most of these soldiers served in integrated units, although there were a few all-Negro units. . . .

Negro soldiers fought and they fought brilliantly. A memorable [picture] of the war is of the bloody battlefield at Eutaw, South Carolina, where a Negro soldier and a British soldier were found dead, each impaled on the bayonet of the other. . . .

Negro seamen, sailors and pilots distinguished themselves in the infant navy. Caesar Terront piloted the Virginia vessel <u>The Patriot</u> and was cited for his gallantry in action. Captain Mark Starlin, the only Negro naval captain in Virginia's history, made daring night raids on British vessels. . . Starlin was reclaimed by his master after the war and died in slavery.

There were also Negro spies and undercover agents in the Revolutionary War. A slave named Pompey was largely responsible for Anthony Wayne's capture of the fort at Stony Point, New York in 1779. [Pretending] ignorance he obtained the British password and helped a detachment of Americans overpower the British lookout. Perhaps the greatest of all Negro spies was James Armistead, a Virginian, who helped trap Cornwallis [the British commander-in-chief] . General Lafayette [Frenchman who commanded colonial and French troops] told Armistead to go into Cornwallis' camp and learn his strength and battle plans. Armistead was so successful that General Cornwallis asked him to spy on Lafayette. The Negro spy shuttled between the British and American camps, carrying false information to the Cornwallis camp and [true] information to Lafayette.

More than 100,000 Negro slaves received their freedom as a direct result of this war for freedom. . . . Some . . . slaves made their way to Canada or Florida. Others took refuge in Indian camps. Still others were befriended by the British. When the Redcoats [left] in 1782 and 1783, several thousand Negroes went with them.

Source: Bennett, Lerone, Jr. Before the Mayflower. A History of the Negro in America, 1619-1964. rev. ed. Chicago, Illinois: Johnson Publishing Co., Inc., 1964, pp. 56-62. Reprinted by permission of the publishers

Questions Based on the Reading

1. Why did so many Negroes flee to Canada and Florida after their dedicated service in the colonial army?

2. Why do you think several thousand Negro veterans of the Revolutionary War decided to go with the Redcoats?

3. Now that you have read about the contributions of the Negro to the colonial cause, how can you account for the almost total omission of this body of facts in most history textbooks?

4. Are there any words or phrases that suggest how the author feels about Negroes? Be specific.

5. Is there propaganda in this reading selection? Can an author keep his own feelings out of what he writes?

Other Suggested Activities

1. Before students read the above selection, the teacher might want to show the class a filmstrip on the war for independence. After showing it, the teacher could ask: "What part did the Negro play in the war according to the filmstrip we have just seen?" Students could then read the selection for the purpose of finding an answer to the question of why the Negro's role in the war was omitted from the filmstrip.

2. Have students check their textbooks for mention of Negro participation in the Revolution. Also, have them examine their textbooks for mention of other social, national, and religious groups who were involved in the American Revolution.

3. Students should be encouraged to familiarize themselves with history books written about particular groups in America. Using their research findings, students could write a chapter about the parts played by the different peoples in the American Revolution.

C. Who Fired the Shot Heard 'Round the World?

Looking back, we have seen how the friction between the colonists and British increased and deepened after the French and Indian War. This was truly a turning point in the history of the British Empire. Decisions taken then by the British government shaped the course of events of the next decade. Consider how the pace of action by the British and the colonial reaction quickened following 1763: writs of assistance, Proclamation of 1763, Sugar Act of 1764, Stamp Act, Declaratory Act, Townshend's program of taxation, Boston Tea Party, Coercive Acts, Lexington, and Concord. What was the colonial reaction to these events? Always protesting their loyalty and devotion to the King, always honoring the Crown, always trying to protect their rights as Englishmen, militant colonials boycotted, passed resolutions, met in Congresses, petitioned. Some continued to commit acts of violence against the British Crown. They destroyed property; they tarred and feathered Crown officials. They roughed up people who opposed their views.

What could the English do to halt these reactions? Use force? Use kindness? Use compromise? The English government, the King as well as the Parliament, was truly perplexed. Some urged letting the colonies go; others called for a policy of reconciliation.

The events at Lexington and Concord on a quiet April morning changed the situation dramatically. British soldiers and colonial militia had taken the arguments and fired them at one another; bullets had replaced words.

Some historians still debate the question of who fired the first shot. There were many eye-witnesses, some of whom wrote accounts of what happened. Below are two accounts of the same events. One, by Joseph Warren, gives the colonial view; the other, by a field officer, presents the British view.

As you read the two versions, consider the following questions:

1. Who fired the first according to the colonial account? According to the British? Underline the exact sentence or phrase in each account that states who fired first.

2. What is Colonel Smith's opinion of the colonials? His evidence?

3. Upon what facts do both accounts agree?

4. Why do the two accounts disagree?

Reading Selection #1

The Colonial View

. . . it will appear that on the night preceding the nineteenth of April, a body of the King's troops, under the command of Colonel Smith, were secretly landed at Cambridge, with the aim to take or destroy the military [supplies] provided for the defense of the colony . . . and deposited at Concord--that some inhabitants of the colony . . . while traveling peaceably on the road between Boston and Concord, were seized and greatly abused by armed men, who appeared to be officers of General Gage's army; that the town of Lexington, by these means, was alarmed and a company of the inhabitants mustered on the occasion--that the regular troops on their way to Concord marched into . . . Lexington and the company, on their approach, began to disperse--that . . . the regulars [British] rushed on with great violence and first began hostilities, by firing on said Lexington company whereby they killed eight and wounded several others--that the regulars continued their fire until those of . . . company, who were neither killed nor wounded, had made their escape--that Colonel Smith, with the detachment then marched to Concord, where a number of provincials were again fired on by the troops, two of them killed and several wounded, before the provincials fired upon them, and the provincials were again fired on by the troops, produced an engagement that lasted through the day, in which many of the provincials and more of the regular troops were killed and wounded.

To give a particular account of the ravages of the troops as they retreated from Concord to [Boston] would be very difficult. . . . Let it suffice to say, that a great number of the houses on the road were plundered and rendered unfit for use, several were burnt, women and children were driven by the soldiery naked into the streets, old men peaceably in their houses were shot dead, and such scenes exhibited as would disgrace the annals of the most civilized nation.

These, brethren, are marks of . . . vengeance against the colony, for refusing with her sister colonies, a submission to slavery; but they have not yet detached us from our royal sovereign. We profess to be his loyal and dutiful subjects, and so hardly dealt with us as we have been, are still ready, with our lives and fortunes, to defend his person, family, crown and dignity. Nevertheless, to the persecution and tyranny of his cruel ministry [Prime Ministers Grenville, Townshend and North] we will not tamely submit--appealing to Heaven for the justice of our cause, we determine to die or be free. . . .

By order,
Joseph Warren, President

Reading Selection #2

The British View: Report of Lieutenant-Colonel Smith to General Gage, April 22, 1775

Sir,

In obedience to your excellency's commands, I marched on the evening of the 18th . . . for Concord, to execute your excellency's orders with respect to destroying all ammunition, artillery . . . collected there, which was [done]. [Though] we marched with the utmost speed and secrecy, we found the country had intelligence or strong suspicion of our coming, and fired many signal guns and rung many alarm bells repeatedly. . . .

I think it proper to observe that when I had got many miles on the march from Boston, I detached six light infantry companies to march with all [speed] to seize the two bridges on different roads beyond Concord. On these companies' arrival at Lexington, I understand, from the report of Major Pitcairn, who was with them, and from many officers, that they found on a green close to the road a body of the country people drawn up in military order. . . and that they had posted some men in a dwelling and Meeting-house. Our troops advanced towards them, without any intention of injuring them, further than to inquire the reason of their being thus assembled, and--if not satisfactory--to have secured their arms; but the confusion went off . . . only one of them fired before he went off, and three or four more jumped over a wall and fired from behind it among the soldiers; on which the troops returned it and killed several of them. They likewise fired on the soldiers from the Meeting-house. . . . But after this we saw some in the woods, but marched on to Concord . . . While at Concord we saw vast numbers assembling in many parts; at one of the bridges they marched down, with a very considerable number. . . . On their coming near, one of our men fired on them, which they returned; on which an action ensued, and some few were killed and wounded. In this affair, it appears that after the bridge was quitted, they scalped and otherwise ill-treated one or two of the men who were either killed or severely wounded. . . . On our leaving Concord to return to Boston, they began to fire on us from behind the walls, ditches, trees, etc., which as we marched, increased to a very great degree, and continued without intermission. . . for, I believe, upwards of eighteen miles; so that I can't think but that it must have been a preconcerted scheme . . . to attack the King's troops the first favorable opportunity that offered, otherwise, I think they could not, in so short a time from our marching out, have raised such a numerous body and for so great a space of ground. Notwithstanding the enemie's numbers, they did not make one gallant attempt during so long an action, though our men were so very much fatigued, but kept under cover.

I have the honor, etc.
F. Smith, Lieutenant-Colonel 10th Foot.

Source: Adapted from: Commager, Henry S. Documents of American History. New York: Appleton-Century-Crofts, 1958, pp. 89-90

Suggested Activities

1. The class might discuss the question of how a person's whole background, value system, and particular situation influence his view of reality.

2. To give the students practice in distinguishing fact from opinion, ask them to draw up a list of facts that are agreed upon in both accounts. Then have the students check these in other sources--textbooks, encyclopedias, and history books. Students might then list the opinions expressed in each account.

3. Both accounts contain descriptions of atrocities. According to Warren, the British burned and looted homes and chased women and children naked into the streets. Colonel Smith has the Americans scalping wounded British soldiers. Ask the students if they think these things actually happened. Why were these episodes included in the accounts, and what words are used to describe them?

4. The last paragraph in the first reading raises questions as to what the goals of the colonials were as late as April, 1775. Did they want separation and independence? Can you be loyal to a king and kill his soldiers? Why might a colonial be inclined to blame the king's ministers rather than the king himself? If one of the leaders of the radical group in Massachusetts, Warren,professed to be a "loyal and dutiful" subject even after Lexington, what might we infer about popular sentiment with regard to breaking with England?

5. Try to obtain as many paintings of the Battle of Lexington as possible. One of the earliest by Amos Doolittle can be found in the American Heritage Book of Great Historical Places. This shows Americans fleeing in disorder before the Redcoats. Later paintings, particularly those done in the first part of the nineteenth century,will often show the British retreating before the fire of the Minutemen who are in perfect order and heroic posture. A study of such pictures might raise a number of questions which would help give students insight into the nature of of truth and evidence and into such matters as the relationship between nationalism and artistic work.

NOTE:

Materials on "The Boston Massacre" are taken in adapted form from materials developed by the Committee on the Study of History, The Amherst Project, Amherst, Massachusetts.

Sound Film Lesson: "Dawn of the American Revolution: A Lexington Family"

Topic: What were the grievances of the colonists against British rule?

Aims:

1. To help students understand the colonists' grievances against British rule
2. To help students find ways of expressing discontent in a democratic manner

Procedure:

1. Discuss the principle of "salutary neglect."
2. Ask the class to determine from the film whether they feel that the colonists were truly revolutionary or merely desirous of maintaining relations with England. Have the students support their arguments.
3. Show the film with a "reader" appointed from the class. Have children make notes as the film progresses.
4. Brighter children may write compositions based on the showing. Slower children may illustrate compositions or draw pictures on their own to show the factors which led to colonial revolt.

Questions for discussion:

1. What were the immediate causes for the grievances?
2. Why did the colonists regard these conditions as grievances?
3. How did the colonists voice their grievances?
4. What means do we use today to raise an objection to an act of government?
5. How are these different from or the same as the methods used by the colonists prior to the revolution?

Outcomes to Be Derived from the Showing of the Film:

1. A knowledge of how distinctive democratic qualities were shaped by our early history
2. Ability to take notes and use them meaningfully
3. Development of curiosity about the causes and the reasons for events
4. Appreciation of how our ideals affect our way of life

Lesson to Illustrate Some of the Economic Causes of the American Revolution

Panel Discussion

Participants:

Moderator	British Seaman
Colonial Housewife	British Buyer of Colonial Products
Slaveholder in the Southern Colonies	Slave
Colonial Merchant	Member of Colonial Legislative Assembly

Procedure:

1. In a meeting with the entire group, the teacher would help to structure the questions which would be raised by the moderator and posed to the entire group. There is no need for all participants to answer every question. The participants should, however, know the questions in advance so that they may prepare the answers and so that the class may derive maximum benefit from the discussion. There is no value to such a discussion without the students' having the factual data necessary to an effective presentation.
2. Make signs to identify the participants in the roles they are playing.
3. Permit students in the audience to ask questions once the initial presentation has been carried along for approximately twenty to thirty minutes.

Some Sample Questions to be Posed by the Moderator:

1. Why do you object to His Majesty's Navigation Laws?
2. Why is the proposed tax on tea so objectionable to you?
3. His Majesty frequently refers to what we know as the Mercantilistic theory. What does he mean by this term?
4. How did you react to the recent proposals for writs of assistance?
5. Can we find any way which would eliminate the need for slaveholding in the Southern colonies?
6. What is the chief objection of His Majesty to self-government for the colonies?
7. How do you propose to deal with the taxation proposals which have been put forward by His Majesty's government here in the colonies?

Outcomes Which May Be Derived from the Use of the Panel Discussion;

1. Understanding of the influence of special interests upon the roles played by different citizens
2. Ability to acquire information through listening and observing
3. Recognition of the roles of many people in developing America's heritage
4. Appreciation of how diversity in a pluralistic society contributes to its culture

Lesson on the Meaning of Propaganda

Aims:

1. How is propaganda used to influence the thinking of people?
2. How do our media of communication today use propaganda devices to sway opinions?
3. What role did propaganda play in the colonial period?
4. May we categorize "good" or "bad" propaganda? How?

Procedure:

1. Use Webster's Collegiate Dictionary definition of "propaganda": "Any organized or concerted group effort, or movement to spread particular doctrines, information, etc. " "A plan for the propagation of a doctrine or system of principles"
2. Ask students to support this definition by examples from their own experience (radio, TV, verbal reports, community campaigns).
3. Ask students to bring in material from home which further illustrates the discussion outlined above.
4. Propaganda has frequently been used in a negative sense. Ask students to differentiate between what they consider to be "bad" and "good" propaganda. Have them draw up a list of their own criteria for class discussion.
5. Having examined various pieces for evidences of propaganda, students can undertake a similar scrutinization of The Declaration of Independence and/or Common Sense. Have students discover how various portions were designed to sway men's opinions and bring them to the revolutionary point of view.
6. Have students investigate the various types of propaganda devices: "bandwagon," "glittering generalities," "testimonials," "plain-folk" attitude, "name-calling," etc. Which of these devices were used during the American Revolution (by either side)?

Reference:

Starr, I., Todd, L. P., and Curti, M. Living American Documents. New York: Harcourt, Brace and World, 1960

Outcomes to Be Derived from the Lesson on Propaganda:

1. A knowledge and understanding of experiences and practices in democracy in different eras of American history
2. A knowledge of how today's life and contemporary problems bear a relationship to the history of the United States
3. Ability to apply problem solving and critical thinking skills to social issues
4. Curiosity about the causes and reasons for events in American history
5. Appreciation of the materials and procedures used by social scientists

Materials for Use in Lessons on Comparing American Democracy in 1780 with Democracy Today

Northeastern States Citizenship Project
Lincoln Filene Center for Citizenship and Public Affairs
Tufts University, Medford, Massachusetts

Basic Issues in Citizenship #3
Equality: A Principle and a Dilemma
A sampling of learning experiences to accompany a conceptual framework about the meaning of equality

Lesson II. - Pages 42 and 43 (Grades 7-9)

All men are equal in rights, however different in ability, wealth, status, or interest.

Lesson II b - Pages 64 through 67 (Grades 7-9)

Application of the same rules to all does not necessarily mean equality.

Vocabulary

revolution	constitutional guarantees
salutary neglect	inalienable rights
independence	mother country
grievances	triangular trade
writs of assistance	bounties
propaganda	mercantilism
power of the individual	royal colony
proprietary colony	self-governing colony

Documents

The Fundamental Orders of Connecticut
The Mayflower Compact
The Rhode Island Colonial Charter
Andrew Hamilton's Defense of John Peter Zenger
James Otis' Speech Against the Writs of Assistance
The Declaration of Independence
Common Sense
Resolves of the First Continental Congress
The Northwest Ordinance of 1787
The English Bill of Rights, 1689
The Habeas Corpus Act, 1679
The English Petition of Right - 1628
The Articles of Confederation - 1781
The Bloody Tenet of Persecution - Roger Williams
The Maryland Toleration Act - 1649
The Pennsylvania Charter of Privileges - 1701
The Rhode Island Charter - 1663
The Albany Plan of Union - 1754

Some Learning Materials

Theme C — How the Thirteen Colonies Became One Nation

Selected Bibliography for Students

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
B	American Heritage Magazine	Thomas Jefferson and His World	American Heritage	1960	5-9
N	Commager, Henry	Great Declaration	Bobbs	1958	6-9
F	Forbes, Esther	Johnny Tremain	Houghton	1943	7-9
N	Foster, Genevieve	George Washington's World	Scribner	1941	5-9
B	Galt, Tom	Peter Zenger: Fighter for Freedom	Crowell	1951	7-
B	Graham, Shirley	Your Most Humble Servant (Benjamin Banneker)	Messner	1949	7-
B	Gurko, Leo	Tom Paine: Freedom's Apostle	Crowell	1957	7-
N	Morris, Richard B.	The First Book of the Constitution	Watts	1958	5-9
F	Wibberley, Leonard	John Treegate's Musket	Farrar	1959	6-
F	Williamson, Joanne	The Glorious Revolution	Knopf	1961	8-11

Audio-Visual Materials

16 mm. Sound Motion Picture Films

ITEM NO.	TITLE
* 145.7	Courage in Connecticut
155.44	Dawn of the American Revolution: A Lexington Family
* 395.4	Mightier Than the Sword: Zenger and Freedom of the Press
* 538.99	Servant of the People: The Constitution

*Available through Central Loan Collection

Filmstrips

ITEM NO.	TITLE
44540	Citizenship: Democracy (Set of 5 filmstrips)
44540.1	Being Active in Government
44540.11	Citizens in a Democracy
44540.12	Freedom of Speech
44540.13	How Government Helps the People
44540.14	How Laws Protect the Citizen

Transparencies

ITEM NO.	TITLE
9012.5	Revolutionary War

Documents

Documents, U.S.A. Allen. American Book Co.

Documents of Freedom. Abramowitz. Follett Publishing Co.

Voices of America's Past. Morris. Webster-McGraw Hill

Suggested Learning Activities

Theme D — How America Grew in a Changing Political Climate

Introduction

The frontier began moving westward during the colonial period and continued to the last decade of the nineteenth century. People started moving away from the eastern coastal regions almost as soon as the first groups settled there. By the end of the seventeenth century, the colonists completed the settlement of the Atlantic coastal region and began to push into the interior.

By 1750, American settlers had reached the foothills of the Allegheny Mountains. After the Revolution and the establishment of the United States, they crossed the Alleghenies into Kentucky and Tennessee, and settlements sprang up in the Ohio Valley. By 1840, American communities extended from the eastern seaboard to the Mississippi River and beyond. Miners, ranchers, and farmers soon moved into the hinterland, overcoming numerous natural and human obstacles. By 1890, American communities extended across the width of the continent and the frontier disappeared.

Probably no major theme in American history has received as much attention as the Westward movement. Even today, young people and adults in the United States as well as in other parts of the world have a genuine interest in those who went west to settle and seek their fortunes. Television programs, motion pictures, and novels have provided pupils with a background of information and some concepts about frontier life.

Though these media tend to over-romanticize the people and their ways of life, they give pupils an insignt into some of the problems of the frontier and the means used by the settlers to cope with these problems.

Emphases

To understand the forces which caused people to move west
To appreciate the difficulties encountered by settlers in transit and after they reached their destinations
To recognize the impact of the western settlement on the East and Europe
To trace the relationship between the western settlement and the nation's development

A Series of Lessons on the Development of the West

To understand better the causes and results of the Westward movement, it is necessary to delve into the motivations of the people who traveled west. The first of the following three selections is taken from a diary of a settler who knew Daniel Boone and who migrated into Kentucky in 1775. The second excerpt is taken from an Englishman's account of a family moving to Florida. The last is a Western song which, though still sung by folk singers today, reached its height of popularity in the years before the Civil War. It might be useful, as the theme is developed, to consider the following questions:

1. Why did the people who are the subjects of the selections decide to move west?
2. What dangers and risks confronted those who traveled west?
3. Are there any frontiers left today? If so, what are they, and what risks would be involved in exploring such frontiers?

Reading Selection #1

William Clark Moves West (1775)

Fryday 7th - This morning is a very bad snowy morning we still continue at Camp being in the number about 40 men and some neagros (sic). . . .

Satterday 8th- We all pack up and started crost Cumberland gap about one o'clock this Day Met a good maney peopel turned Back for fear of the Indians but our Company goes on still with good courage we come to a very ugly Creek with steep Banks and have it to cross several times on this Creek we camp this night. . . .

Monday 10th - this is a lowry morning and very like for Rain and we keep at Camp this day and some goes out a hunting and I and two more goes up a very large mountain near the tops we saw the tracks of two Indians and whear they had lain under some Rocks some of the company went over the River a bufelo hunting but found none. . . .

Fryday 14th - this is a clear morning with a smart frost we go on and have a very miry Road and camp this night on a creek . . . and are surprised at camp by a wolf. . . .

Sunday 16th - cloudy and warm we start early and go on about 2 miles down the river and turn up a creek that we crost about 50 times some very bad foards with a great deal of very good land on it. . . .

Tuesday 18th - fair and cool and we go on about 10 o'clock we meet 4 men from Boons camp that caim to cunduck us on we camp this night just on the Beginning of the good land. . . . they kill 2 bufelos this Eavening.

Wednesday 19th - smart frost this morning they kill 3 bofelos about 11 oclock we come to where the Indians fired on Boons company and killed 2 men and a dog and wounded one man in the thigh we campt this night on otter creek.

Thursday 20th - this morning is clear and cool. We start early and git Down to caintuck (Kentucky) to Boons foart about 12 oclock where we stop they come out to meet us and welcome us in with a voley of guns.

Fryday 21st - warm this Day they begin laying off lots in the town and preparing for people to go to work to make corn.

Satterday 22nd - they finish laying out lots this Eavening I went a-fishing and caught 3 cats they meet in the night to draws for chois of lots this is a very warm day. . . .

Wednesday 26th - We begin Building us a house and a plaise of Defense to Keep the Indians off this day we being to live without bread. . . .

Satterday 29th - We git our house kivered with Bark and move our things into it at Night and Begin housekeeping Eanock Smith Robert Whitledge and myself

Source: Speed, Thomas. The Wilderness Road. Louisville, 1896, pp. 36-38

Reading Selection #2

Going to Florida (1827-1828)

During the morning's drive, we overtook several bodies of migrants . . . proceeding with all their worldly goods, according to the usual tide of these matters in this country, from East to West, or rather to be quite correct, from Northeast to Southwest--from Virginia and Maryland to Florida, Georgia, and Alabama.

The first party consisted of a planter and his wife, accompanied by his brother-in-law and family, a whole troop of children--and some forty or fifty slaves of all ages and sizes.

We stopped, of course, and conversed for some time with the principal person who was on his way, he said, to Florida with his whole establishment. The second party of emigrants . . . were on the march. It was smaller than the other, and did not consist of above thirty persons in all, of whom five and twenty at least were slaves. The women and children were stowed away in wagons, moving slowly up a sandy hill. . . . In the rear of all came a light, covered vehicle, with the master and mistress of the party. Along the roadside, scattered at intervals, we observed the male slaves trudging in front. At the top of all . . . two men walked together, apparently hand-in-hand, pacing along. . . . There was something, however, in their attitude which seemed unusual and constrained. When we came nearer . . . we discovered that this couple were bolted together by a strong, short chain, . . . secured round the wrists. . . .

I stopped the carriage, and asked one of the slave drivers why these men were chained. . . . The answer explained the mystery. One of the men, it appeared, was married, but his wife belonged to a neighboring planter, not his master. When the general move was made, the proprietor of the female not choosing to part with her, she was necessarily left behind. The wretched husband was therefore shackled to a young man (unmarried) who, having no such ties to draw him back, might be more safely trusted on the journey.

We arrived in the evening at Columbia, the seat of the government of South Carolina. In the course of the next morning, while we were sitting in the public parlor at the hotel, a party came in, which we soon recognized as belonging to one of the groups of wanderers we had overtaken the day before. While I was hesitating whether or not I might take the liberty of introducing myself,--for I was curious to know their history--the door opened and a gentleman came forward who claimed the chief of the party for his brother. After shaking hands very cordially . . . stepped back . . . and nodding his head slowly for some time, broke out thus--"Well! this is the strangest resolution for a man of your years to take into his head! Why, where are you going?"

"I am going to Florida, to be sure."

"To Florida!" cried the other; "what on earth takes you there?"

"Oh," said the migrant, "it is the finest country in the world --a delightful climate--rich soil--plenty of room."

"Have you been there?" asked his brother.

"No, not yet," said the wanderer; "but I know all about it."

"Know all about it! Why you'll be drowned in some creek before you get there."

"No, I shan't, though," retorted the traveler, taking the words in their literal sense, "there is no fear of that, as all the (rivers) are bridged."

"Well, well," cried the brother, laughing, "you must have your own way, I suppose. But, pray tell me, what have you done with your estate in Maryland, on which you were fixed when I last got tidings of you--about four years ago, I think it was?"

"I've sold that property."

"What, all?"

"Yes, all, every inch of it, and I have brought away every movable thing with me. Here we are, you see--my wife, my son there, and my daughter--all my slaves, too, my furniture, horses, and so forth."

"And now, pray, answer me this question--were you not well off where you were located before--had you not plenty of good land?"

"Oh, yes, plenty."

"Did you, in fact," continued his cross-questioner--"did you want for anything under the sun?"

"I can't say I did."

"What, then, possesses you to go seeking for a fresh place in such a country as Florida, where you must be content to take up quarters amongst the tadpoles and mosquitoes?"

While the hardy rover was puzzling himself in search of a reasonable answer, his wife took up the discourse, and, half in joke, half in earnest, said, "it is all for the mere love of moving. We have been doing so all our lives--just moving from place to place--never resting--as soon as ever we get comfortably settled, then it is time to be off to something new."

"Yes, I know my brother's rambling disposition well; but why don't you prevent him, madam?"

"Ah, my dear sir," sighed the lady, "you don't know what it is to be married to a gadding husband. . . ."

But the . . . interrogator went on in these words,--"Well, well, after all, you understand your own matters best, I suppose; but I should like to know what sort of scrape you will be in, if you find Florida sickly and bad in other respects."

"Oh, no," cried the pioneer of the wilderness, "not a bit of a scrape."

"What will you do then?"

"Why, move along westward, to be sure--and if I don't find anything to suit me by the way, in the State of Georgia or Alabama, I can easily put my whole establishment, wife and children, furniture, slaves, and other articles, on board of a steamboat and proceed up the Mississippi."

"And where will you land?"

"Indeed, I do not know, and, for that matter, I don't much care. It is a wide, empty country, with a soil that yields such noble crops, that any man is sure to succeed go where he will."

"Ay, ay! I see it's no use talking. However, you must come with me, you and all your family and pass some time with me at my house--for we shall never meet again. . . ."

But the wanderer said he could not stop; a night's delay would lose him a hundred dollars, besides the time, neither of which he could spare. So they separated as they had met.

Source: Hall, Basil. Travels in North America in the Years 1827-1828. Edinburgh, 1828, pp. 126-133

Reading Selection #3

A Western Song

Sweet Betsy From Pike

Did you ever hear tell of sweet Betsy from Pike,
Who cross'd the wide prairies with her lover, Ike?
With two yoke of cattle and one spotted hog,
A tall Shanghai rooster and an old yaller dog. . . .

They swam the wild rivers and climbed the tall peaks,
And camped on the prairies for weeks upon weeks
Starvation and cholera, hard work and slaughter,
They reached Californy, spite of hell and high water. (Chorus)

They soon reached the desert where Betsy gave out,
and down in the sand she lay rolling about,
While Ike in great wonder looked in surprise,
Sayin', "Get up now, Betsy, you'll get sand in your eyes." (Chorus)

The Indians come down in a wild yelling horde,
And Betsy got skeered they would scalp her adored,
So behind the front wagon wheel Betsy did crawl,
And fought off the Indians with musket and bell. (Chorus)

They stopped off at Salt Lake to inquire the way,
And Brigham declared that sweet Betsy should stay,
But Betsy got frightened and ran like a deer,
While Brigham stood pawing the ground like a steer. (Chorus)

One morning they climbed up a very high hill,
And with wonder looked down upon old Placerville,
Ike shouted and said as he cast his eyes down,
"Sweet Betsy, my darlin', we've got to Hangtown." (Chorus)

Long Ike and Sweet Betsy attended a dance,
Where Ike wore a pair of his Pike County pants,
And Betsy was covered with ribbon and rings,
Quoth Ike, "You're an angel, but where are your wings?" (Chorus)

A miner said, "Betsy, will you dance with me?"
"I will that, Old Hoss, if you don't make too free,
But don't dance me hard, do you want to know why?
Doggone ye, I'm chock full of strong alkali." (Chorus)

Long Ike and Sweet Betsy got married, of course,
But Ike, getting jealous, obtained a divorce,
While Betsy, well satisfied, said with a shout,
"Goodby, you big lummox, I'm glad you backed out."

The foregoing three selections should reveal some of the reasons why settlers moved west. They also may afford insignt into the attitudes of the people involved in the Westward movement. From these sources, and from others, the students should begin to grasp the reality of the idea that the settlers were motivated by a number of factors. The desire for land, for gold, for adventure, and the pull of sheer restlessness all played a part in the flow of people westward. The final selection may reveal that folk songs are social documents, testimonials to the hopes and activities of a bygone era.

Suggested Activities

1. Have the students answer the questions given with the readings. The aim is to have the students see the multiple causation of the Westward movement and to suggest that frontiers may exist today which call for the same intrepid spirit shown by the western settlers of a century ago.

2. Conduct a survey of "frontiers to be opened and areas to be settled." Attempt to widen horizons to include frontiers of both the spatial and psychological types.

3. Analyze the song and have the class project into the conditions and the personalities which could have produced these lyrics. Play a recording of the song, with the students singing along.

4. Have the students select a song of social protest, either from the civil rights movement or perhaps one relating to America's participation in a war. Analyze the conditions which explain the lyrics. Assess the accuracy of the picture presented by the song.

5. Play recordings in class. (Assistance may be obtained from some of the students who may be collectors of Americana, or even instrumentalists.) Ives, the Weavers, Bikel, and others have recorded songs of the frontier, of the early West, and of protest relating to frontier and development struggles.

6. Assign students to view movies which stress western settlement themes. Motivate a discussion of the real problems faced by the settlers.

The People of the West

Men and women moved westward for many reasons. Some had a vision of a Garden of Eden, a land of abundance; some saw opportunities, both financial and adventurous. Back East, these people believed such opportunities were unavailable. Others moved west out of sheer restlessness. Whatever the motive, the frontier moved relentlessly westward.

But who were the people who moved? Who were these Westerners, these frontiersmen? Television confuses us. If you watch "Bonanza," the Cartwrights are ranchers. "Wagon Train" and "Trailmaster" portray emigrant farmers seeking choice land in Oregon and California. Watch "Death Valley Days" and you will see fur trappers, farmers, cowboys, and others. In the "Virginian," cowboys and ranchers predominate. Daniel Boone, in the program of that name, is part-farmer and part-hunter. Finally, "Bat Masterson" and "Gunsmoke" are full of gamblers, marshals, lawyers, storekeepers, bankers, and farmers. Who, then, are the frontiersmen? All? Some? Or are there different types of frontiers?

Questions Based on the Readings Which Follow

1. What are the four classes of frontiersmen, according to the English traveler? Remember the place is the Ohio Valley in 1818. How do the Mountain Men and gold seekers fit into these classes?

2. How did conditions on the frontier influence the Mountain Men? Gold prospectors? Farmers? Be specific.

3. What characteristics did frontiersmen have, according to these selections?

4. Is it accurate to say that there was "one frontier" during the Westward movement? Explain your answer.

Reading Selection #1

An Englishman Describes the Frontier (1818)

The people who live on these frontiers may be divided into four classes . . . 1st--the hunters, a daring hardy race of men who live in miserable cabins, which they fortify in times of war with the Indians, whom they hate but much resemble in dress and manners. They are unpolished, but hospitable, kind to strangers, honest and trustworthy. They raise a little Indian corn, pumpkins, hogs and sometimes a cow or two, and two or three horses belonging to each family. But their rifle is their principal means of support. They are the best marksmen in the world, and such is their dexterity that they will shoot an apple off the head of a companion. Some use the bow and arrow. . . . Their wars with the Indians have made them vindictive. This class cannot be called settlers, for they move every year or two.

2nd class. First settlers--a mixed set of hunters and farmers. They possess more property and comforts than the first class; they are a half-barbarous race. They follow the range pretty much; selling out when the country begins to be well-settled, and their cattle cannot be entirely kept in the woods.

3rd class.--is composed of enterprising men from Kentucky and Atlantic States. This class consists of young doctors, lawyers, storekeepers, farmers, and mechanics who found towns, trade, speculate in land, and begin the fabric of society. . . . The general tone of social manners is yet too much relaxed. There is too much reliance upon personal strength, and the laws have not yet acquire sufficient energy to prevent violence. . . .

4th class--old settlers, rich independent farmers, wealthy merchants. . . . The young men have a military taste. . . . They were great duelists, but now the laws against dueling are more strictly enforced; they carry knives and sometimes settle a dispute on the spot. . . .

You will perceive from this slight sketch which I have made as impartially as I am able, that the backwoods men . . . are admirably suited by nature and education for the scenes they live and act in. The prominent feature of their character is power. The young value themselves on their courage, the old on their shrewdness. The villains have something grand about them. They expect no mercy and they show no fear.

As social comforts are less under the protection of the laws here, friendship and good neighbors are more valued. . . . I wish I could give you a correct idea of the perfect equality that exists among these people. A judge leaves the Court house, shakes hands with his fellow citizens and retires to his loghouse. The next day you will find him holding his own plow. The lawyer has the title of Captain and serves in his military capacity under his neighbor who is a farmer and a Colonel. . . .

I have not seen an effeminate or a feeble man in mind or body. . . . The most ignorant, compared with men of the same standing in England, are well informed. Their manners are coarse; but they have among themselves a code of politeness which they generally observe. Drinking whiskey is the greatest pest. . . .

When intoxicated by it, they sometimes fight most furiously. . . .

Source: Fordham, E. P. Personal Narrative of Travels in Virginia, Maryland, Pennsylvania, Ohio, Indiana, Kentucky and a Residence in the Illinois Territory, 1817-1818. Arthur Clark Co., 1906, pp. 125-129 passim

Reading Selection #2

The Mountain Men

To . . . stay alive, the Mountain Men must adjust themselves completely to the wilderness world about them. Enemies were everywhere. Some were Indians; the Blackfeet . . . were sworn enemies of all whites, while even such friendly tribesmen as the Crows could not resist stealing a carelessly watched horse or pouncing on an unwary trapper. Others were wild animals. Grizzly bears--great savage beasts as tall as a man with raking claws that cut to the bone--roamed the Rockies in such numbers that one Mountain Man counted 220 in one day. . . . Constant vigilance was needed to stay alive in such a land.

To exist in this savage environment, the Mountain Men must slip backward in the scale of civilization until their wilderness skills matched those of their (Indian) opponents. Some . . . descended to a level of savagery below that of their foes. Edward Rose was such a man. He joined the Crow tribe and abandoned civilization entirely. A fellow trapper saw Rose lead his tribesmen to victory against a Blackfeet war party in 1834, then whip his followers into a bloody frenzy as they hacked off the hands of the wounded enemy warriors, pierced their bodies with pointed sticks, and plucked out their eyes.

What superb fighters they were! They fought as did the Indians, taking advantage of brush and rock cover as they moved toward their enemies, shooting with unerring accuracy. After one battle a group of trappers fell to arguing over who had killed one Indian chief. One trapper insisted they would find his bullet in the chief's left eye; when the body was pulled from the creek where it had fallen, the bullet was exactly in that spot. Like redmen they scalped their victims when the fight was over. Like the redmen they ended all battles in hand-to-hand combat where they used their knives and tomahawks with deadly skill.

If their fighting habits were those of the Indians, so were their eating habits. They seldom knew where their next meal would come from. . . . When caught by winter blizzards or while on unexpectedly long desert marches, many a trapper escaped starvation only by bleeding his horse and drinking the blood, cutting off and eating the ears of his mule, or choking down the leather thongs of his mocasins after they had been boiled. One old Mountain Man recalled: "I have held my hands in an ant-hill until they were covered with ants, then greedily licked them off. I have taken the soles of my moccasin crisped them in the fire, and eaten them. In our extremity the large black crickets which are found in the country were considered fair game. We used to take a kettle of hot water, catch the cricket and throw them in, and when they stopped kicking, eat them."

Like the redmen, too, they grew accustomed to alternate periods of feast and famine. During months when the buffalo left the mountains, the mountaineers grew thin and gaunt; in the spring when the herds returned they grew fat and sleek once more.

For when the first cow was killed in the spring they were assured a feast fit for a king. . . . About a fire of buffalo chips (manure) which they preferred to wood because of the peppery flavor given to the meat--they propped row upon row of choice "hump ribs." While they sizzled, the Mountain Men often drank some of the buffalo's blood, which reminded them of warm milk. Then the liver was eaten raw, flavored with the contents of the gall bladder. If the cow buffalo was pregnant they savored one of the trappers' most exotic luxuries: the raw legs of unborn calves. These appetizers were sometimes followed by a soup made by mixing blood with the rich marrow extracted from the leg bones. The thick mixture resulting turned the stomachs of easterners, but made the faces of Mountain Men "shine with grease and gladness."

The Mountain Men borrowed not only their eating habits but their language from the Indians. . . . They gestured frequently and meaningfully as they spoke, for they were adept in the sign language that was the Indians' means of communication. From the Indians, too, they borrowed words: a man was a "child" or a "hos" or a "coon." A hungry person was "wolfish" and need to fill his "meat-bag" . . . a celebration was a "big dance"; to run was to "make tracks." Nor could Mountain Men utter more than a few words without injecting the "Wah" or "Ugh" or "heap" of the red men.

If the speech of the Mountain Men showed the influence of their environment, so did their mental attitude. . . . Their philosophy of life was based on the uncertainty of survival: men could live in the wilderness only by becoming used to hardship and misfortune. . . . Death was so commonplace in a land where danger lurked at every turn there was no mourning for the dead in the mountains; when a trapper heard that friend had been killed he would only shrug his shoulders and say, "Poor fellow! Out of luck." Joe Meek, a famous mountaineer, was hunting buffalo when one of his party was thrown from his horse amidst the trampling herd. Joe was told to ride to his friend's rescue.

"What'll I do with him if he is dead?" he asked.

"Can't you pack him to camp?"

"Pack hell," Joe objected. "I should rather pack a load of meat." There was nothing disrespectful in that remark. Joe only reflected an attitude normal among men who lived constantly under the shadow of death. "Live men war what we wanted," he explained to a friend later; "dead ones war of no account."

The Mountain Men had even less respect for the lives of their foes; not even the savages of the forest could rival their cold-blooded cruelty and their indifference to the value of human life. To them any red-skinned stranger was an enemy, to be killed first and questioned later. Thus on one occasion a band of trappers was working their way along the Snake River when the alarm of "Injuns" was sounded. All grabbed their rifles, while a hurried cry of "Shoot! Shoot!" rang out. The band was finally checked before too many shots were gotten off since the approaching red men revealed themselves as friendly Crows who only wanted to trade for some tobacco. On another occasion a few Blackfeet caught stealing horses were chased into a thicket of brush. This was set on fire, while the trappers settled down to shoot those escaping and watch the rest burn to death. One disappointed white man wrote later: "As they were all more or less roasted, we took no scalps."

Even when Mountain Men did exhibit some humanity their motives were hardly noble ones. In one scrap with Blackfeet, all but one of the natives were killed. A young trapper was about to pick him off when a grizzled old mountaineer knocked the gun aside saying: "Ef ya kill that Injun, ye'll do it over my carcass. I want that red varmint to live so's he kin drag into his village an' tell the rest o' them skunks jes' who 'twas rubbed out their war party. Otherwise they might never know. They gotta larn t' respec' decent Christians."

Source: Adapted from: Ray Allen Billington. The Far Western Frontier (1830-1860). New York: Harper & Bros., 1956, pp. 44-54

Reading Selection #3

Digging Gold

(Let's move further westward, to the gold fields of California. What was the Westerner like here? Bayard Taylor wrote letters back East for The New York Tribune in which he described the rich Mokelumne Diggings.)

The boat . . . put me ashore . . . at the foot of a steep bank (He landed in San Francisco in 1849). . . . Many of the passengers began speculation at the moment of landing. The most ingenious and successful operation was made by a gentleman of New York, who took fifteen hundred copies of the Tribune and other papers, which he disposed of in two hours, at one dollar apiece! Hearing of this I (remembered) about a dozen papers which I had used to fill up crevices in packing my valise. There was a newspaper merchant at the corner of the City Hotel and to him I proposed the sale of them, asking him to name a price. "I shall want to make a good profit on the retail price," said he, "and can't give more than ten dollars for the lot." I was satisfied with the wholesale price, which was a gain of four thousand per cent! . . .

It may be interesting to give here a few instances of the enormous and unnatural value put upon property at the time of my arrival. The Parker House rented for $110,000 yearly, at least $60,000 of which was paid by gamblers, who had rented all the second story. . . . A mercantile house paid $40,000 rent for a one-story building of twenty feet front. . . . A friend of mine who wished to find a place for a law-office, was shown a cellar in the earth about twelve feet square and six deep which he could have for $250 a month. . . .

The prices paid for labor were in proportion to everything else. . . . Servants were paid from $100 to $200 a month (back East, servants could expect $10 to $30 a month). . . the wages of the rougher kinds of labor had fallen to about $8. Yet, notwithstanding the number of gold-seekers who were returning enfeebled and disheartened from the mines it was difficult to obtain as many workmen as the forced growth of the city demanded. . . .

Business was over about the usual hour and then the harvest time of the gamblers commenced. Every "hell" in the place, and I did not pretend to number them, was crowded, and immense sums were staked at the monte and faro tables. A boy of fifteen, in one place, won about $500, which he cooly pocketed and carried off. One of the gang we brought in

won $1500 in the course of the evening and another lost $2400. A fortunate miner made himself conspicuous by betting large piles of ounces [of gold] on a single throw. His last stake of 100 ounces was lost and I saw him the following morning dashing through the streets trying to break his own neck or that of the magnificent [horse] he bestrode. . . .

Dr. Gillette . . . related to me the manner of his finding the rich gulch which attracted so many to the Mokelumne Diggings. . . . One day at noon, while resting in the shade of a tree, Dr. G. took a pick and began carelessly turning up the ground. Almost on the surface, he struck and threw out a lump of gold about two pounds' weight. Inspired by this unexpected result, [a companion and Gillette] both went to work, laboring all that day and the next and even using part of the night to quarry out the heavy pieces of rock. At the end of the second day they went to the village on the upper bar and weighed their profits, which amounted to fourteen pounds! They started again the third morning under the pretense of hunting, but were suspected and followed by the other diggers, who came upon them just as they commenced to work. The news spread rapidly and there was soon a large number of men on the spot some of whom obtained several pounds per day, at the start. The gulch had been well dug up for the large lumps, but there was still great wealth in the earth and sand, and several operators only waited for the wet season to work it in a systematic manner. . . .

From all I say and heard, while at the Mokelumne Diggings, I judged there was as much order and security as could be attained without a civil organization. The inhabitants had elected one of their own number Alcade [similar to a Mayor], before whom all culprits were tried by a jury selected for the purpose. Several thefts had occurred and the offending parties been severely punished after a fair trial. Some had been shipped or cropped [their ears cut off], or maimed in some other way, and one or two of them hung. Two or three who had stolen largely had been shot down by the injured party, the general feeling among the miners justifying such a course when no other seemed available. We met near Livermore's Ranch . . . a man whose head had been shaved and his ears cut off, after receiving one hundred lashes for stealing ninety-eight pounds of gold. It may conflict with popular ideas of morality, but nevertheless, this extreme course appeared to have produced good results. In fact, in a country without not only bolts and bars, but any effective system of law and order, this . . . severity of discipline seemed the only security against the most frightful disorder. The result was that, except some petty acts of larceny, thefts were rare. . . .

Source: Taylor, Bayard. El Dorado. G. P. Putnam's Sons, 1892, pp. 56-101

Reading Selection #4

My Government Claim

(Though the following song applies to settlers in the post-Civil War period, it still focuses on the real conditions of the West, especially the West of the homesteader or farmer who received one hundred sixty acres from the government for a small sum if he lived on it for five years.)

1. My name is Tom Hight, an old bachelor I am,
   You'll find me out west in the county of fame,
   You'll find me out west on an elegant plan,
   A-starvin' to death on my Government claim.

2. Hurrah for Greer County, the land of the free,
   The land of the bedbug, grasshopper and flea,
   I'll sing of its praises, I'll tell of its fame,
   while starvin' to death on my Government claim.

3. My house it is built out of National soil,
   Its walls are erected according to Hoyle,
   Its roof has no pitch, but is level and plain,
   I always get wet if it happens to rain.

4. My clothes are all ragged, my language is rough,
   My bread is corndodgers, both solid and tough,
   But yet I am happy and live at my ease,
   On Sorghum molasses, and bacon and cheese.

5. How happy I am when I crawl into bed,
   A rattlesnake hisses a tune at my head,
   A gay little centipede all without fear,
   Crawls over my pillow and into my ear.

6. Now all you claimholders I hope you will stay,
   And chew your hardtack till you're toothless and grey,
   But as for myself I'll no longer remain
   To starve like a dog on my Government claim.

7. Farewell to Greer County, farewell to the West,
   I'll travel back east to the girl I love best,
   I'll travel to Texas and marry me a wife,
   Cry quits on corndodgers the rest of my life.

8. Goodbye to Greer County, where blizzards arise,
   Where the sun never sinks and the flea never dies,
   And the wind never ceases, but always remains,
   Till it starves us all out on our Government claims.

The foregoing passages describe some of the people who moved west: mountain men, farmers, gold seekers, and tradesmen. The readings suggest that there was no single Western type, nor, indeed, one single West.

Further, the passages reveal some of the variety of influences which the western environment exerted upon those who opened and settled it. Some of the human adjustments to the environment are worth studying for the insights which they give into the effects of natural conditions upon the mores of people.

Suggested Questions and Activities

1. Develop a class discussion based upon student answers to the four questions which preceded the reading selections.

2. Refer to the selection about the Mountain Men and help students seek out specific references to the changes in habits, customs, and even speech which were caused, in part at least, by the conditions of the new environment.

3. Students in your class who have come from another country or another part of the United States might be asked to relate any changes in their way of life which they could attribute to the change in the natural conditions which they met here.

4. The selection about the Mountain Men ends with a remark about "decent Christians," which, in the context of the statements which preceded it, emerges as somewhat contradictory. It may, if properly examined, lead to some worthwhile conclusions about the dangers involved in applying the values of one culture when assessing those of another culture. Questions about the speaker's sincerity, his conception of Christianity, and his status as a man and a human being may elicit valuable discussion.

5. Assign readings in fiction, e.g., A. Guthrie's Way West, in which the hero is a teenager in a mountain frontier situation.

6. Another project would require students to seek out an account of Jim Beckworth, a Negro trapper.

7. Refer students to the appropriate federal agency which can supply them with data concerning the present status and location of major Indian groups.

8. Allow time for an adequate portrayal of the role of the Indian in the settlement of the West. In a number of cases, Indians were instrumental in opening up new country. Children in the eastern part of the country should be aware of the Indian minority and the scope of the Indian problem in the western part of our country.

The Indian: Clash of Cultures

Introduction

These readings on the Indian express diametrically opposing views: an observer's dispassionate description of Carolina Indians is contrasted with an impassioned outburst of hate by a former captive of the Indians. The final selection is taken from a novel of a fifteen-year old white boy raised as an Indian. His views of colonial life, filtered through the eyes of an Indian present us with an Indian view of the white man. The three selections taken together suggest the reasons for the clash between white settlers and the Indians. They also give students insight into the importance of the observer's frame of reference. Thus, in each selection the author makes judgements on the basis of his or her prior experiences.

Questions Based on Readings on The Indian: Clash of Cultures

1. What is John Lawson's opinion of Indians? On what grounds does he hold his opinion?

2. What is Mary Rowlandson's opinion of Indians? On what grounds does she hold her opinion?

3. What is True Son's and his comrades' opinion of Indians compared with those held by the colonials?

4. Why do all these opinions differ?

5. On the basis of these selections, why do you think there was continual warfare between Indians and colonials during these years? Evidence?

Reading Selection #1

John Lawson Describes The Indians (c. 1700)

The Indians of North Carolina are a well-shaped, clean-made people of different statures, as the Europeans are, yet chiefly inclined to be tall. . . . They are dexterous and steady, both as to their hands and feet, to admiration. They will walk over deep brooks and creeks on the smallest poles, and that without any fear or concern. . . . In running or leaping or any such exercise, their legs seldom miscarry and give them a fall; and as for letting anything fall out of their hands, I never yet knew one example. They are no inventors of any art or trades worthy of mention; the reason of which I take to be that they are not possessed with the care and thoughtfulness how to provide for the necessaries of life as the Europeans are; yet they learn anything very soon. . . . I have known several of them that were slaves to the English, learn handicraft trades very well and speedily. . . .

They are not of so robust or strong bodies as to lift great burdens and endure labor and slave work as the Europeans are; yet some that are slaves prove very good and laborious; but, of themselves, they never work as the English do, taking care for no further than what is very necessary to support life. In traveling and hunting they are very indefatigable, because that carries a pleasure along with the profit. I have known some of them as very strong; and as for running and leaping, they are extraordinary fellows, and will dance for several nights together with the greatest briskness imaginable, their winds never failing them. . . .

These savages live in wigwams or cabins built of bark, which are made round like an oven to prevent any damage by hard gales of wind. They make the fire in the middle of the house and have a hole at the top of the roof right above the fire to let the smoke out. These dwellings are as hot as stoves, where the Indians sleep and sweat all night. The floors thereof are never paved or swept, so that they have always have loose earth on them. They are often troubled with a multitude of fleas, especially where they dress their deerskins . . . yet I never felt any ill, unsavory smell in their cabins, whereas, should we live in our houses as they, so we should be poisoned with our own nastiness, which confirms these Indians to be, as they really are, some of the sweetest people in the world. . . .

Source: Adapted from: Lawson, John. History of Carolina in Commager, H. S. and Nevins, A. Heritage of America. New York: D. C. Heath, 1939, pp. 89-93

Reading Selection #2

Indians Capture White Woman

(The event described below occurred on the Massachusetts frontier. Mrs. Rowlandson was about forty years old at the time. She was a prisoner for eleven weeks and was finally ransomed for twenty pounds sterling.)

On the 10th of February, 1875, came the Indians with great numbers. . . . Their first coming was about sunrising. Hearing the noise of some guns, we looked out; several houses were burning, and the smoke ascended to heaven. There were five persons taken in one house; the father and mother and a suckling child they knocked on the head; the other two they took and carried away alive. There were two others, who being out of the other garrison upon some occasion, were set upon; one was knocked on the head, the other escaped. Another there was who, running along was shot and wounded, and fell down; he begged of them his life, promising them money (as they told me), but they would not harken to him, but knocked him in the head, and stripped him naked, and split open his bowels. Another, seeing many of the Indians around his barn ventured and went out, but was quickly shot down. There were three others belonging to the same garrison who were killed; the Indians, getting upon the roof of the barn, had advantage to shoot down upon them over their fortification. Thus, these murderous wretches went on burning and destroying before them. . . .

At length they came and beset our own house, and quickly it was the dolefulest day that ever mine eyes saw. . . . Now is the dreadful hour come that often I have heard of, but now mine eyes see it. Some in our house were fighting for their lives, others wallowing in their blood, they set the house on fire over our heads, and the bloody heathen ready to knock us on the head if we stirred out. Now might we hear mothers and children crying out for themselves and one another, "Lord, what shall we do?" Then I took my children . . . to go forth and leave the house, but as soon as we came to the door and appeared, the Indians shot so thick that the bullets rattled against the house as if one had taken a handful of stones and threw them, so that we were forced to give back. . . . But out we must go, the fire increasing and coming along behind us roaring, and the Indians gaping before us with their guns, spears, and hatchets, to devour us. No sooner were we out of the house but my brother-in-law (being before wounded in defending the house, in or near the throat) fell down dead, whereat the Indians scornfully shouted and halloed, and were presently upon him, stripping off his clothes. The bullets flying thick, one went through my side, and the same (as would seem) through the bowels and hand of my dear child in my arms. One of my elder sister's children had then his leg broke which the Indians perceiving they knocked him on the head.

Thus we were butchered by those merciless heathen, standing amazed with the blood running down to our heels. My eldest sister being yet in the house, and seeing those woeful sights, the infidels hauling away the mothers one way and the children another, and some wallowing in their blood; and her elder son telling her that her son William was dead and myself was wounded, she said and "Lord let me die with them," which was no sooner said, but she was struck with a bullet, and fell down dead. . . . I had often said that if the Indians should come, I should choose rather to be killed by them than taken alive, but when it came to the trial, my mind changed, their glittering weapons so daunted my spirit, that I chose rather to go along with those ravenous bears, than that moment to end my days. . . .

Now away we must go with those barbarous creatures, with our bodies wounded and bleeding, and our hearts no less than our bodies. About a mile we went that night, up upon a hill, within sight of the town, where they intended to lodge. . . . This was the dolefulest night that ever mine eyes saw. Oh, the roaring and the singing, and dancing and yelling of those black creatures in the night, which made the place a lively resemblance of hell. And as miserable was the waste that was made of horses, cattle, sheep, lambs, and roasting pigs, and fowl (which they had plundered in the town), some roasting, some lying and burning, and some boiling to feed our merciless enemies. . . . To add to the dolefulness. . . my thoughts ran upon my lost children.

There remained nothing to me but one poor, wounded babe, and it seemed at present worse than death, that it was in such a pitiful condition. Little do many thing what is the savageness and brutishness of this barbarous enemy--aye, even those that seem to profess more than others among them--when the English have fallen into their hands.

Source: Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1903)

Reading Selection #3

(The next selection is taken from Conrad Richter's novel The Light in the Forest. It is the story of John Butler, captured in an Indian raid and adopted by the Lenni Lenape tribe when he is four years old. His (now) Indian father renames him True Son and rears him as his son. At the age of fifteen the Indians sign a treaty to return all white captives, and True Son has to return to his real mother and real father. Brought up as an Indian, True Son hates the idea of returning to the white man's way of life. Thus, when he is about to return, he tries to run away. Caught and tied up, he realizes that he must go back to a way of life that he has come to hate. On the trip to Fort Pitt where his real father is to meet him, two Indian comrades catch up with him and stay with him for part of the journey. At one point on the trip they discuss the ways of the colonials. . . .)

Indians Discuss Colonials

"The reason they act so queer," Little Crane pointed out, "is that they are not an original people. Now, we Indians are an original people. The Great Being made us from the beginning. Look! Our hair is always black, our eyes and skin dark, even True Son's here. But the whites are like colors of horses. Some are light, some are dark, some are in-between. Some have black hair, some have light hair. Some have hair the color of a rotting log. . . . It's because they are a mixed people, and that's what makes them so foolish and troublesome. The great Being knows their disposition. He had to give them a Good Book, and teach them to read so they could learn what is good and bad. Now we Indians know good and bad for ourselves without a book or the cumbersome labor of reading."

"I think," Half Arrow said, "they are all near-sighted. Do you notice how, when we come upon them they crowd close to stare at us? They almost tread on our toes. Now, an Indian's eyes are keen and far-sighted. He can stand at a distance and see all that he wants to."

"They must be hard of hearing too," True Son mentioned. "They talk loud, though they stand close enough to each other to touch with a stick."

"And they all talk at once like waterfowl," Half Arrow declared. "How can they understand what is being said? Why don't their elders teach them to keep silent and listen till the speaker's done?"

"It's because they're such a new people," Little Crane explained. "They are young and heedless like children. You can see it the way they heap up treasures like a child, although they know they must die and can't take such things with them. It would be no use anyhow because the next world has plenty of everything a man wants. Their house isn't big enough for all they gather so they build another house they call a barn. That's why you find so many thieves among the whites. All white people must put what they call a lock on their door. It's made of iron and you must carry another piece of iron with you to open it."

"If they shared with their brothers like the Indians, they wouldn't have this work of building a second house," Half Arrow said. "Don't they see the sense of this?"

"Oh, they're a peculiar race, and no sensible man can understand them," Little Crane answered. "Have you ever noticed them on the march? What do we Indians look for? We look for game or tracks or how the Great Being made our country beautiful with trees for the forest, water for the river, and grass for the prairies. But the white man sees little of this. He looks mostly at the ground. He digs it up with his iron tool to see how black and deep it goes. Sometimes he makes a fuss of his trees. He says, look, here are hickory and walnut, and cherry and white ash and locust and sugar trees. But it's not for the trees, only because the ground is black and deep that such trees stand in. Yet, if there is much white oak and beech, that feed the squirrels and bear and turkey, he makes a face. He says such country is good for nothing."

"I've noticed the white man's foolishness in the woods," Half Arrow nodded. "When the time grows near to camp for the night, they keep their eyes half closed. They don't look for a high and dry place, but set themselves down in any wet and dirty place, just so it's under some big trees. They don't even look which way the wind blows before they make their camp fire. When the smoke blows on them, they try to hit it like mosquitoes with their hands and caps."

"All you say is true," Little Crane declared. "But one thing they do I would not like to change. That's the way they lie down at night. They never look up first to see if heavy dead branches hang over their heads. Sometime I hope the Great Being sends a big wind to knock down the dead wood and kill them in their beds." (Half Arrow and Little Crane leave.)

[True Son, Del--the frontier scout--and Mr. Butler, meet at Fort Pitt. The three leave for the Butler farm in western Pennsylvania to meet the rest of the family.]

"This way son," Mr. Butler said, and took him toward an open doorway where his small brother stood waiting. . . .

"Why you look like an Indian, John," Mrs. Butler exclaimed. "You even walk like one. You've had a hard fate, but thank God your life was spared, and you're home with us again. Are you happy?"

True Son remained silent.

"Doesn't he remember any English?" [Del explains that he does.] "You've been away a long time, John. [Mrs. Butler continued.] Your education has been arrested. You've had to live in heathen darkness and ignorance. Now you must make up for lost time. You're almost a young man, the first and most important thing to know is your native tongue, English. We'll start right now. I am your mother, Myrna Butler. This is your father, Harry Butler. Your brother is Gordon Butler. And you are John C. Butler. Now repeat it after me. John Cameron Butler. . . ."

[True Son] spoke rapidly in Delaware. Del had to translate it. He says his name is Lenni Quis. In English you'd call it original son or True Son."

"True Son my real name," he said in thick English. . . . "My father and mother give me this name. . . ."

Source: Richter, Conrad. The Light in the Forest. New York: Alfred Knopf, Inc., 1953, passim. (From The Light in the Forest by Conrad Richter. Copyright 1953 by Curtis Publishing Company and Copyright 1953 by Conrad Richter. Reprinted by permission of Alfred A. Knopf, Inc.)

Learning Activities Based on the Foregoing Readings

1. Have the students answer the questions listed just before Reading Selection #1. The aim is to have students see how hard it is for people to make value judgements across cultural lines. The descriptions of the Indians and whites are limited and inadequate.

2. The selection from The Light in the Forest gets at the different economic bases of the two cultures--farming, in one case, and hunting, in the other. It also tells which qualities Indians and whites respected. Questions that bring this information out should be asked so as to get at the larger question of the reason for continual warfare between the whites and the Indians.

3. Better readers in the class could read The Light in the Forest and discuss it as a panel of anthropologists.

4. Have students watch TV shows with an eye toward determining how the Indians are portrayed. There are sufficient variations in the television portrayals to permit useful comparisons.

Jefferson Democracy (1800-1824)

Introductory Lesson

Topic: How Peaceful Change Takes Place: Thomas Jefferson and the "Revolution of 1800"

Aims:

1. To provide pupils with opportunities for using and weighing primary source materials
2. To cultivate skill in the use of place locations on maps
3. To encourage skill in evaluating democratic concepts
4. To enable pupils to appreciate the desirability of peaceful change as opposed to violent change

Materials:

1. Primary Sources (appended to this plan)
   Jefferson's First Inaugural Address, March 4, 1801 (Excerpts)
   Jefferson's Letter to Robert R. Livingston, April 18, 1802 (Excerpts)
   United States Bureau of the Census, Negroes in the United States, 1920-1932, pp. 1-2
   United States Bureau of the Census, A Century of Population Growth, page 133
2. Maps
   Physical - Political, United States
   Westward Expansion Map, United States (1783 - 1853)
3. Secondary Source
   Thomas Jefferson and His World. New York: American Heritage Publishing Company

Motivation: "Governments, like clocks, go from the motion men give to them." (Williams Penn) Discuss.

Development:

Content	Questions
1. Geographical Description of U.S. in 1801 Use maps to locate: a. Boundaries b. Resources	1. Compare the extent of the U.S. now with its extent in Jefferson's day.
2. Composition of the Population Use tables to find: a. Numbers of free Negroes b. Numbers of Negro slaves c. Numbers of whites d. Numbers of Indians e. Total population	2. How was the U.S. in 1801 already beginning to show the presence of different groups of people? Why may this be important in understanding certain problems which confronted Jefferson?
3. Jefferson's First Inaugural Address (Excerpt): "We are all Republicans, we are all Federalists."	3. In what way did Jefferson show a sense of national unity in his first address to the American people?
4. a. Jefferson's Letter to Robert R. Livingston (Excerpt) b. Repeal of Whisky Tax	4. How did he express concern for the farmer?
5. "Revolution of 1800" a. More faith in common man b. Democratic simplicity c. Agrarian aristocracy instead of commercial aristocracy	5. Why, then, has Jefferson's election been referred to as the "Revolution of 1800"?
6. Democratic and undemocratic aspects of the U.S. in 1801	6. The Government of the U.S. was said by certain people to be a true democracy by 1801. Do you agree? Why? Why not?

Final Summary:

In his autobiography, Jefferson wrote, "Nothing is more certainly written in the book of fate than that these people (the Negro slaves) are to be free." What steps did Jefferson take in his lifetime to free the Negro slave?

Assignment:

1. Define: (a) Revolution (b) Democratic-Republican (c) Federalist (d) Politics

2. Tell whether each of the following contributed to democracy and explain your answer:
   (a) Repeal of the Alien and Sedition Laws
   (b) Reduction of defense expenditures
   (c) Purchase of Louisiana
   (d) Existence of slavery
   (e) Repeal of the Whisky Tax

3. Referring to a group of scientists dining at the White House, President Kennedy stated that they represented the greatest collection of brains in the Presidential residence since Thomas Jefferson dined alone. What did he mean?

Appended List of Primary Source Materials to be Used in Conjunction with the Preceding Lesson Plan:

1. Jefferson's First Inaugural Address, March 4, 1801 - Excerpts

   "We are all Republicans, we are all Federalists."

   "All, too, bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable; that the minority possess their equal rights, which equal law must protect, and to violate would be oppression."

   ". . . what more is necessary to make us a happy and a prosperous people? Still one thing more, fellow-citizens -- a wise and frugal government, which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement and shall not take from the mouth of labor the bread it has earned."

   ". . . a jealous care of the right of election by the people -- a mild and safe corrective of abuses which are lopped by the sword of revolution where peaceable remedies are unprovided . . ."

2. Jefferson's letter to Robert R. Livingston, April 18, 1802 - Excerpts

   "There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will ere long yield more than half of our whole produce, and contain more than half of our inhabitants."

3. United States Bureau of the Census, Negroes in the United States, 1920-1932, pp. 1-2

Census Year	# of Negroes	% of Tot.Pop.	% Inc. of Negroes During the Decade	% Inc. of Whites During the Decade
1810	1.377,808	19.0	37.5	36.1
1800	1,002,037	18.0	32.3	35.8

4. United States Bureau of the Census, A Century of Population Growth, p. 133

Census Year	Slave Population	Decennial Increase
1800	893,602	28.1
1810	1,191,362	33.3

Second Lesson on Jeffersonian Democracy

Activity: The Use of Different Primary Source Documents to Show the Consistency of Jefferson's Political Viewpoints

Aims:

1. To show how the social scientist arrives at an estimate of a great figure in history
2. To enable students to cultivate skill in drawing their own inferences on the topic "Jefferson on Slavery"
3. To show how different periods of history can be linked by the common thread of ideas

Procedure:

1. Provide a rexographed copy of the quotations and questions for each student
2. Ask students briefly to analyze the statement: "The historian is like a detective. A detective seeks clues to expose a criminal, while the historian seeks out ideas to explain 'great men.'"
3. Have pupils read each document and discuss it with reference to the suggested questions.
4. Discuss summary questions, tying together all three documents.
5. Conclusion

Jefferson's View on Slavery as a Problem: A Constant Viewpoint (1776-1820)

1. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

   Jefferson - Declaration of Independence
   July 4, 1776

2. "Still one thing more, fellow-citizens - a wise and frugal Government which shall restrain men from injuring one another, shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government. . . ."

   Jefferson - First Inaugural Address
   March 4, 1801

3. "A reprieve only, not a final sentence. This momentous question, like a fire bell in the night, awakened and filled me with terror. It is the 'most portentous' question which has ever yet threatened our Union. In the gloomiest hour of the Revolutionary War, I never had any apprehensions equal to those which I feel from this source."

   Jefferson's comments on the Missouri Compromise, 1820

Questions Based on the First Document

1. How does Jefferson refer to the insitution of slavery in the Declaration of Independence? What is his attitude toward slavery?

2. Were all men enjoying the inalienable rights that Jefferson speaks of in the United States, in the period 1800-1825? Explain your answer.

3. Has this document been realized today in practice? Explain.

Questions Based on the Second Document

1. Were there people in the United States in 1801 who were not free to regulate their own "pursuits of industry"? Explain.

2. Why did Jefferson include the phrase, ". . . and shall not take from the mouth of labor the bread it has earned"? How did this apply to the United States of 1801?

3. Is Jefferson consistent in his thinking in the Declaration of Independence and in his First Inaugural Address? Explain your answer.

Questions Based on the Third Document

1. Meanings of (a) reprieve (b) portentous (c) apprehensions.

2. Explain Jefferson's reference to "the gloomiest hour of the Revolutionary War."

3. What is the "momentous question" Jefferson mentions?

4. Why does Jefferson draw a parallel between the slavery question and "a fire bell in the night"?

Summary: Did Jefferson, a revolutionary in 1776, remain a revolutionary in 1820? Cite evidence from the documents to prove your answer.

Conclusion:

If Jefferson were alive today, would he consider his objectives to have been realized in the United States? Why? Why not? Be specific in your answer and refer to the documents above in arriving at a conclusion.

Concepts and Understandings Developed Under Jeffersonian Democracy

UNDERSTANDINGS	CONCEPTS
Jefferson anticipated, and tried to provide for, the needs of the freed slave, the workingman, and the land-hungry.	Human wants are always greater than the available resources. (E)
Jeffersonian democracy was built on agrarian, decentralized, and self-sufficient underpinnings.	Governments make rules to promote the interests of society. (P.S.)
The values of Jefferson's agrarian society continue to influence American policy and behavior today.	To achieve its goals, society develops its own system of values. (P.S.)

Primary Sources

Act to Prohibit Importation of Slaves into the United States, 1807
Declaration of Independence, July 4, 1776
Jefferson's Comments on the Missouri Compromise, 1820

Secondary Sources

Bailey, Carolyn Sherwin. Pioneer Art in America
"Steamboating During the 19th Century," American Heritage, 1962
"Damned Plague Ships and Swimming Coffins," American Heritage, August, 1960
"Thomas Jefferson and His World," American Heritage, 1960

Jacksonian Democracy (1828-1848)

Documents

William Lloyd Garrison, The Liberator, First Edition, 1831
Andrew Jackson's Farewell Address, 1837
Susan B. Anthony, Women's Rights Convention, Seneca Falls, New York, 1848
Horace Mann. Education and National Welfare, 1848

Emphases

1. Immigration increased during the 1840's and 1850's.

2. A combination of despotic princes, autocratic governments, a restrictive class system, poverty, and overwork forced many to flee to America.

3. The whole process of immigration was by now highly organized.

4. The West offered hope of solutions for the immigrants' problems.

5. All of this immigration activity was superimposed upon, and interwoven with, the growing sectional struggle which matured during and after the peiod of Jacksonian democracy.

6. Jacksonian democracy had strong egalitarian roots. It favored policies which stressed individual or states' rights, often at the expense of sound finance and good management.

7. In this framework of sectional differences, changing economies, and social awareness, slavery continued to divide the nation.

American Negro Slavery in the Nineteenth Century: Materials and Approaches

Introduction

The best place to begin our historical investigation is with the Southern plantation system before the Civil War. Immediately, however, we are confronted by a most difficult question: What was the life of the slave like? Was the slave a docile, contented, happy-go-lucky individual who spent his free time singing spirituals around a camp fire or was he a rebellious, rough, surly fellow who hated slavery? Did cruel beatings and impossibly crude working conditions scar the slave or was he treated kindly and considerately, possibly better than peasants in other countries? Did slaves on all plantations live in the same manner or were living and working conditions different from one master to another?

These questions are not easily answered. The answers are hard to come by because the sources of information are not completely reliable. We have available plantation records and diaries, the accounts of ex-slaves and the observations of travelers; but each of these sources in one way or another reflects the biases and background of the writer.

Also making it difficult to reach conclusion about slavery are a few facts concerning plantations and slaves. Consider that on the eve of the Civil War about 4,000,000 slaves were held in the South by about 400,000 slaveholders. To put it another way, fewer than ten percent of all whites owned the 4,000,000. And even in that number of slaveholders, not all owned large groups of slaves. Of every ten planters, only one HELD twenty slaves or more. The picture most of us have of a large plantation house with tall white columns and cotton fields stretching out as far as the eye can see is a picture of the exception rather than the rule. Most Southern slaveholders owned fewer than twenty slaves; many small farms had one or two bondsmen. (It is of interest to know that there were some free Negroes who owned plantations and slaves; the number was quite small, however.)

Thus, the problem of reaching conclusions about slavery is, indeed, a real one. The student, however, by reading carefully the excerpts which follow, should come to the definite conclusion that slavery was morally wrong. The next three readings will be drawn from primary sources. The first two readings, written by two English travelers, contain some interesting contrasts in their descriptions of slavery. As you read, keep the following questions in mind:

1. What do you think Lyell's opinion of slavery would be?

2. What do you think Kemble's view of slavery would be?

3. How does Lyell's description of slave houses, hospitals, and slave life differ from Kemble's description? How can we explain such differences in the descriptions?

4. Does either of the two writers reveal his bias for or against slavery through his choice of words? Proof?

How Two Englishmen Saw Slavery

Charles Lyell (1797-1875), the renowned lecturer, writer, and geologist, visited the United States in 1841, 1848, 1852, and 1853. Educated at Oxford, Lyell tried various vocations before deciding to spend the rest of his life in travel and research into the nature of the structure of the earth. In the course of one of his trips, he toured the Hopeton plantation in Georgia, and wrote the description below.

Reading Selection #1

A Britisher Views Slavery in Georgia

There are 500 Negroes on the Hopeton estate, a great many of them are children, and some old. . . . The latter class, who would be supported in a poor house in England, enjoy here, to the end of their days, the society of their neighbours and kinfolk and live at large in separate houses assigned to them. The children have no regular work to do until they are ten or twelve years old. We see that some of them at this season are set to pick up dead leaves from the paths, that others are attending babies. When the mothers are at work, the young children are looked after by an old [Negro woman] called Mom Diana. . . .

The outdoor laborers have separate houses provided for them, even the domestic servants, except a few who are nurses to the white children, live apart from the great house. . . . The laborers begin work at six o'clock in the morning, have an hour's rest at nine for breakfast and many have finished their assigned tasks by two o'clock, all of them by three o'clock. In the summer they divide their work differently, going to bed in the middle of the day, then rising to finish their tasks, and afterwards spending a great part of the night in merry-making, chatting, preaching and singing. . . . At Christmas they claim a week's holiday, when they hold a kind of celebration . . . and the owners can get no work done. Although there is scarcely any drinking, the master rejoices when this season is well over without mischief. The Negro houses are as neat as the greater part of the cottages in Scotland (no flattery, it must be admitted), are provided with a back door and a hall, as they call it, in which is a chest, a table, two or three chairs, and a few shelves for crockery. On the door of the sleeping apartment they keep a large wooden padlock, to guard their valuables from their neighbors when they are at work in the fields, for there is much pilfering among them. . . .

We visited the hospital at Hopeton, which consists of three separate wards, all perfectly clean and well-ventilated. One is for men, one for women, and a third for lying-in women. The latter are always allowed a month's rest after their confinement, a privilege rarely enjoyed by hardworking English peasant women. . . .

The Negro mothers are often so indolent or ignorant, they cannot be trusted to keep awake and administer medicine to their own children; so that the mistress of the plantation has often to sit up all night with a sick Negro child. In submitting to this, they are actuated by mixed motives--a feeling of kindness, and a fear of losing the services of the slaves; but these attentions greatly attach the Negroes to their owners. In general, they refuse to take medicine from any other hands but those of their master or mistress. The laborers are allowed corn meal, rice and milk, and occasionally pork and soup. As their rations are more than they can eat, they either return part of it to the overseer, who makes them an allowance of money for it at the end of the week, or they keep it to feed their fowl, which they usually sell, as well as their eggs, for cash, to buy molasses, tobacco, and other luxuries. When disposed to exert themselves, they go through the day's tasks in five hours, and then amuse themselves in fishing . . . or make canoes, which they can sell for about four dollars profit. . . .

One day, while walking alone, I came upon a gang of Negroes digging a trench. They were superintended by a black driver, who held a whip in his hand. . . . Their mode of proceeding in their tasks was somewhat leisurely, and eight hours a day of this work are exacted, though they can accomplish the same in five hours. . . . That the whip is used . . . is, I have no doubt, true on all well-governed estates. . . . It is a thong of leather, half an inch wide and a quarter of an inch thick. No ordinary driver is allowed to give more than six lashes for any offense, the head driver twelve, and the overseer twenty-four. When an estate is under superior management, the system is remarkably effective in preventing crime. . . .

As a race, the Negroes are mild and forgiving, and by no means so prone to indulge in drinking as the white man or the Indian.

Source: Sir Charles Lyell. A Second Visit to the United States of North America. London: J. Murray, 1849, pp. 262-266

Frances Anne Kemble, born and educated in England, was an actress who toured America while still in her teens in the early 1830's. Courted by many, she finally married Pierce Butler, a dashing bachelor of a wealthy and aristocratic Southern family, who was then living in Philadelphia. After a few years, financial difficulties forced Butler to return to the family holdings in Georgia. Before leaving for the South, Fanny promised to write her closest friend Elizabeth Sedgewick, who was a passionate opponent of slavery, of her experiences on Butler's cotton and rice plantations. In a series of long letters she described her reactions to slavery, the effect of slavery on the planter, and even its effect upon her children.

Reading Selection #2

Frances Kemble on Slavery

I walked down the settlement toward the [hospital] calling in at one or two of the houses along the row. These cabins consist of one room about twelve feet by fifteen, with a couple of closets . . . divided off from the main room and each other by rough wooden partitions, in which the inhabitants sleep. They have almost all of them a rude bed, with the gray moss of the forests for mattress, and filthy . . . blankets for covering. Two families (sometimes eight and ten in number) reside in one of these huts. . . . Attached to each hovel is a small scrap of ground for a garden, which, however, is for the most part untended and uncultivated. . . .

Firewood and shavings lay littered about the floors, while the half-naked children were cowering around two or three smouldering cinders [of a dead fire]. In the midst of the floor, or squatting around the cold hearth would be four or five little children from four to ten years old, the latter all with babies in their arms, the care of infants being taken from mothers (who are driven afield as soon as they recover from child labor) and [fell] upon these poor little nurses, as they were called, whose business it is to watch the infant, and carry it to its mother whenever it may require nourishment. . . .

But how shall I describe to you the spectacle which was presented to me on entering [the hospital]? In the enormous chimney glimmered the powerless embers of a few sticks of wood, round which, however, as many of the sick women as could approach were cowering . . . most of them on the ground, excluding those who were too ill to rise. . . . Here lay women expecting every hour the terrors and agonies of childbirth, others who had just brought their doomed offspring into the world, others who were groaning over the anguish and bitter disappointment of miscarriages--here lay some burning with fever, others chilled with cold and aching with rheumatism, upon the hard cold ground, the draughts and dampness of the atmosphere increasing their sufferings, and dirt, noise, and stench. . . .

(As far as the overseer is concerned) he may, if he likes, flog a slave to death, for the laws which pretend that he may not are a mere pretence, inasmuch as the testimony of a black is never taken against a white; and upon the plantation of ours, and a thousand more, the overseer is the only white man, so whence should come the testimony to any crime of his? With regard to the oft-repeated statement that it is not the owner's interest to destroy his human property it answers nothing. . . . Nothing is commoner than for a man under . . . anger to disregard his worldly advantage; and the black slave whose preservation is indeed supposed to be his owner's interest may be, and is occasionally sacrificed to the blind impulse of passion.

Before closing . . . I have a mind to transcribe to you the entries for today recorded in a sort of daybook, where I put down . . . the number of people who visit me, their petitions and ailments, and also such special particulars concerning them as seem to me worth recording. . . . Judge from the details I now send you; and never forget, while reading them, that the people on this plantation are well off, and consider themselves well off, in comparison with the slaves on some of the neighboring estates.

Flanny - has had six children; all of them are dead but one. She came to beg to have her work in the field lightened.

Nanny - has had three children; two of them are dead. She came to implore me that the rule of sending them into the field three weeks after their confinement might be altered.

Leah - Caesar's wife has had six children; three are dead.

Sophy - Scipio's wife has had two miscarriages and three children born, one of whom is dead. She came complaining of incessant pain and weakness in her back. . . .

Charlotte - Renty's wife has had two miscarriages, and was with child again. She was almost cripped with rheumatism, and showed me a pair of poor swollen knees that made my heart ache. I have promised her a pair of flannel trousers, which I must . . . set about making.

Sarah - Stephen's wife--this woman's case and history were alike deplorable. She has had four miscarriages, had brought seven children into the world, five of whom were dead, and was again with child. She complained of dreadful pains in the back, and an internal tumor which swells with the exertion of working in the fields; probably I think she is ruptured. She told me she had once been mad and run into the woods, where she contrived to elude discovery for some time, but was at last tracked and brought back, when she was tied up by the arms, and heavy logs fastened to her feet, and was severely flogged. . . .

Molly - Quambo's wife also came to see me. Here was the best account I have yet received; she has had nine children, and six of them were still alive.

This is only the entry for today, in my diary, of the people's complaints and visits. Can you conceive a more wretched picture than that which it exhibits of the conditions under which these women live?

Source: Kemble, Frances Anne. Journal of a Residence on a Georgian Plantation. New York: Harper & Bros., 1863, pp. 30-33, 43, 189-191

Suggested Activities Related to "How Two English Persons Saw Slavery"

The two descriptions of plantation life in Georgia are similar only in that they were both written by persons of English birth and education. The views which the authors present of human slavery are so vastly different, one from the other, as to be incompatible.

In discussing the readings, and in evaluating their content, the teacher should do the following:

1. Help the student reflect on the difficulty one faces in making generalizations about complicated institutions, especially when the accounts which attempt to describe these institutions are written by people who may have begun their inquiry with a bias.

2. Capitalize on the opportunity to deal with slavery in human terms. Most of the defenders of slavery hide behind statistical or economic presentations which obscure the soul-searing pain which human bondage inflicts on victim and perpetrator alike. The second selection in the pair is written with sensitivity and empathy.

3. Examine, with the class, areas of the world today where human misery parallels that experienced by the slaves in the South. Can any useful comparisons be made?

An Account of Slavery by Two Famous Former Slaves

Slavery, as perceived and reported by the outside observer, was a very different thing from the experience of those who actually lived under slavery. Two men, who rose from slavery to achieve greatness in American letters and government, present a view of slavery which is quite staggering in its authenticity. But, even here, there are significant differences of experience, perception, and reporting which should provide a focus for analysis of the writings by teacher and students.

Students should be asked to keep the following questions in mind as they read:

1. What is Booker T. Washington's opinion of slavery? Of Southern whites?

2. What is Frederick Douglass' opinion of slavery?

3. Why do Washington and Douglass differ in their descriptions? Is one account more accurate than the other? Explain.

In the following passage taken from his autobiography, Booker T. Washington describes his youth on a Virginia plantation before and during the Civil War.

Reading Selection #1

Booker T. Washington Describes Slavery

I was born a slave on a plantation in Franklin County, Virginia. I am not quite sure of the exact place or exact date of my birth.

My life had its beginnings in the midst of the most miserable, desolate and discouraging surroundings. This was so, however, not because my owners were especially cruel, for they were not, as compared with many others. I was born in a typical log cabin, about fourteen by sixteen feet square. In this cabin I lived with my mother and a brother and sister till after the Civil War, when we were all declared free.

The cabin was not only our living place, but was also used as the kitchen for the plantation. My mother was the plantation cook. The cabin was without glass windows; it had only openings in the side which let in the light, and also the cold, chilly air of winter. There was a door to the cabin--that is, something that was called a door--but the uncertain hinges by which it was hung, and the large cracks in it, to say nothing of the fact that it was too small, made the room a very uncomfortable one. . . . There was no wooden floor in our cabin, the naked earth being used as a floor. In the center of the earthen floor there was a large, deep opening covered with boards, which was used as a place in which to store sweet potatoes during the winter. . . .

The early years of my life, which were spent in the little cabin, were not very different from those of thousands of other slaves. My mother, of course, had little time in which to give attention to the training of her children during the day. She snatched a few moments for our care in the early morning before her work began, and at night after the day's work was done. One of my earliest recollections is that of my mother cooking a chicken late at night, and awakening her children for the purpose of feeding them. . . . I cannot remember having slept in a bed until after our family was declared free by the Emancipation Proclamation. Three children--John, my older brother, Amanda, my sister, and myself--had a pallet on the dirt floor or to be more correct, we slept in and on a bundle of filthy rags laid upon the dirt floor.

I had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into the schoolhouse and study in this way would be about the same as getting into paradise.

I cannot remember a single instance during my childhood or early boyhood when our entire family sat down to the table together, and God's blessing was asked and the family ate a meal in a civilized manner. On the plantation in Virginia, and even later, meals were gotten by the children very much as dumb animals get theirs. It was a piece of bread here and a scrap of meat there. It was a cup of milk at one time and some potatoes at another. Sometimes a portion of our family would eat out of the skillet or pot, while some one would eat from a tin plate held on the knees, and often using nothing but the hands with which to hold the food.

One may get the idea from what I have said, that there was bitter feeling toward the white people on the part of my race. . . . In the case of the slaves on our place this was not true, and it was not true of any large portion of the slave population in the South where the Negro was treated with anything like decency. During the Civil War one of my young masters was killed, and two were severely wounded. I recall the feeling of sorrow which existed among the slaves when they heard of the death of "Mars" Billy. It was no sham sorrow but real. Some of the slaves had nursed "Mars" Billy; others had played with him when he was a child. "Mars" Billy had begged for mercy in the case of others when the overseer or master was thrashing them. The sorrow in the slave quarter was only second to that in the "big house" . . . This tenderness and sympathy on the part of those held in bondage was a result of their kindly and generous nature. In order to defend and protect the women and children who were left on the plantations when the white males went to war, the slaves would have laid down their lives. The slave who was selected to sleep in the "big house" during the absence of the males was considered to have the place of honor. Anyone attempting to harm "young mistress" or "old mistress" during the night would have to cross the dead body of the slaves to do so. I do not know how many have noticed it, but I think that it will be found to be true that there are few instances . . . in which a member of my race has been known to betray a specific trust.

From some things that I have said one may get the idea that some of the slaves did not want freedom. This is not true. I have never seen one who did not want to be free or one who would return to slavery.

Source: Washington, Booker T. Up From Slavery. New York: A. L. Burt Co., 1901, pp. 1-6

Frederick Douglass, ex-slave, abolitionist, crusader for Negro equality, and government official, was born a slave on a Maryland plantation in 1817. Sent to Baltimore to live with a relative of his master, he was taught to read and write by his new master's wife. Clashes between Douglass and the master resulted in his being sent to another plantation as a field hand; here he attempted to escape but was unsuccessful. In 1838, after being sent again to Baltimore, where he learned the trade of a ship caulker, he finally made good his escape from slavery.

Douglass had married a free Negro woman he had known in Baltimore. He and his wife moved to New Bedford, Massachusetts, where he earned a living as a laborer. Eventually an abolitionist who had heard Douglass speak to some Negro friends about his experience as a slave, asked him to address an anti-slavery convention. This speech launched him upon a career as an active abolitionist.

Working for the New England Anti-Slavery Society, he traveled the length and breadth of the North. On occasions he was mobbed, spat upon, beaten and humiliated; abolitionists were not popular with the general public in the 1840's. Nevertheless, these experiences reinforced his desire to seek the emancipation of all Negroes from slavery.

In 1845, when he published a Narrative of the Life of Frederick Douglass, he fled to Great Britain since information in the book would have led to his recapture as a fugitive slave. His experiences in England and Ireland convinced him that physical freedom from slavery was not enough; freedom must be accompanied by full equality. Upon his return to the United States he plunged anew into a variety of abolitionist activities. His close association with John Brown forced Douglass to flee to Canada after Brown was captured at Harpers Ferry. Throughout the Civil War he worked for the emancipation of Negroes and recruited two Negro regiments for the Union Army.

After the war he continued to crusade for Negro rights and was eventually appointed to several government positions.

The following selection is taken from Douglass' autobiography and describes his boyhood on the Maryland plantation of Colonel Lloyd.

Reading Selection #2

Frederick Douglass Describes His Youth Enslaved

It was the boast of slaveholders that their slaves enjoyed more of the physical comforts of life than the peasantry of any country in the world. My experience contradicts this. The men and women slaves on Col. Lloyd's farm received their monthly allowance of food, eight pounds of pickled pork, or its equivalent in fish. The pork was often tainted, and the fish were of the poorest quality. With their pork or fish, they had given them one bushel of Indian meal . . . of which quite fifteen percent was more fit for pigs than for men. With this, one pint of salt was given--and this was the entire monthly allowance of a full-grown slave, working constantly in the open field from morning till night every day in the month except Sunday. There is no kind of work which really requires a better supply of food to prevent physical exhaustion than the field work of a slave.

The yearly allowance of clothing was not more ample than the supply of food. It consisted of two pair of trousers and a woolen jacket for winter, with one pair of yarn stockings and a pair of shoes. . . . Children under ten years old had neither shoes, stockings, jackets, nor trousers. They had two coarse linen shirts per year, and when these were worn out they went naked till the next allowance day--and this was the condition of the little girls as well as of the boys. As to beds, they had none. One coarse blanket was given them, and this only to the men and women. The children stuck themselves in holes and corners about the quarters, often in the corners of huge chimneys, with their feet in the ashes to keep them warm. The want of beds, however, was not considered a great privation by the field hands. Time to sleep was of far greater importance. For when the day's work was done most of these had their washing, mending, and cooking to do, and having few or no facilities for doing such things, very many of their needed sleeping hours were consumed in necessary preparations for the labors of the coming day. Old and young, male and female, married and single, dropped down on the common clay floor, each covering up with his or her blanket, their only protection from cold or exposure.

The night, however, was shortened at both ends. The slaves worked often as long as they could see, and were late in cooking, mending for the coming day, and at the first gray streak of the morning they were summoned to the field by the overseer's horn. They were whipped for over-sleeping more than for any other fault. Neither age or sex found any favor. The overseer stood at the . . . door, for the [last] one was sure to get a blow from the overseer. Young mothers who worked in the field were allowed an hour, about ten o'clock in the morning, to go home to nurse their children. This was when they were not required to take them to the field with them and leave them . . . in the corner of the fences.

As a general rule the slaves did not come to their quarters to take their meals but took their ash-cakes and a piece of pork, or their salt herrings, where they were at work.

Source: Douglass, Frederick. Life and Times of Frederick Douglass. Boston: DeWolfe, Fiske, and Co., 1893, pp. 61-62

Suggested Activities Related to "An Account of Slavery by Two Famous Former Slaves"

1. Build the idea that each person's experience influences his views. The third question in the suggested group which precedes the readings is designed to explore the relationship between experience, perception, and the truth.

2. Examine in detail Washington's assessment of the criticism which was heaped upon the institution of slavery, especially for its cruelty.

3. Both writers are authentic Negro American heroes. Utilize these readings as motivation for further research into their lives, their work, and their writings. Encourage students to team up for purposes of collating materials, exhibits, and reports on these and other former slaves, who literally lifted themselves up by their own bootstraps into positions of leadership.

4. Useful comparisons may be made between these views of slavery and those of the two English writers (Reading Selections #1 and #2). The class might be ready now to assess their own reactions to the institution itself; to the authors' reliability; to the total impression of slavery which was gained as a result of the readings.

Let a Slave Speak

Introduction

The accounts of experiences under slavery which were provided by Frederick Douglass and Booker T. Washington are especially meaningful when they are compared with those which were given by the ordinary folk who were enslaved. In the 1930's, the Federal Government launched a series of projects designed to preserve the folk culture which existed in various parts of the country. A number of former slaves who were still living were interviewed and questioned about their recollections concerning slavery and emancipation. Two of the people who were so interviewed gave the accounts which follow. Keep in mind the following questions as the readings are developed:

1. What is Millie Evans' opinion of slavery? Why does Millie Evans feel that way about slavery? Include specific evidence.

2. What is Jennie Proctor's opinion of slavery? Why does she feel that way? Specific evidence?

3. Why do both accounts differ?

Reading Selection #1

Millie Evans: North Carolina (Age 88)

Was born in 1849, but I don't know just when. My birthday comes in fodder-pulling time ' cause my ma said she was pulling up till 'bout a hour 'fore I was born. Was born in North Carolina and was a young lady at the time of surrender. I don't remember Old Master's name; all I 'member is that we call 'em Old Master and Old Mistress, They had 'bout a hundred [Negroes] and they was rich. Master always tended the men and Mistress tended to us.

Every morning 'bout four o'clock Old Master would ring the bell for us to git up by, and you could hear that bell ringing all over the plantation . . . I could hear it now. . . .

I git so lonesome when I think 'bout times we used to have. 'Twas better living back yonder than now.

I stayed with my ma every night, but my Mistress raised me. My ma had to work hard, so every time Old Mistress thought we little black children was hungry 'tween meals she would call us up to the house to eat. Sometimes she would give us johnnycake and plenty of buttermilk to drink with it. . . . I can see myself drinking now. It was so good. There was so many black folks to cook for that the cooking was done outdoors. Greens was cooked in a big wash-pot just like you boil clothes in now. And sometimes they would crumble bread in and give us spoons and we would stand round the pot and eat. . . . And we had plenty to eat. Whooo-eee! Just plenty to eat. Old Master's folks raised plenty of meat, and they raised their sugar, rice, peas, chickens, eggs, cows and just everything good to eat.

Every evening at three o'clock Old Mistress would call us litsy-bitsy children in, and we would lay down on pallets and have to go to sleep. I can hear her now singing to us [Negro children]. . . .

When I got big enough I nursed my Mistress's baby. When the baby go to sleep in the evening, I would put it in the cradle and lay down by the cradle and go to sleep. I played a heap when I was little. We played Susanna Gal, jump rope, calling cows, running, skipping, and just everything we could think of. When I got big enough to cook, I cooked then. . . .

We had the best mistress and master in the world, and they were Christian folk, and they taught us to be Christian-like too. Every Sunday morning Old Master would have us [Negroes] to the house while he would sing and pray and read the Bible to us all. Old Master taught us not to be bad; he taught us to be good; he told us never to steal nor to tell false tales and not to do anything that was bad. He said: "You

will reap what you sow. . . . " I learnt that when I was a little child, and I ain't forgot it yet. When I was grown I went the Baptist way. God called my pa to preach and Old Master let him preach in the kitchen and in the back yard under the trees. On preaching day Old Master took his whole family and all the slaves to church with him. . . .

Down in the quarters every black family had a one or two-room log cabin. We didn't have no floors in them cabins. Nice dirt floors was the style then, and we used sage brooms. . . . We kept our floors swept as clean and white as could be. While our bed was big and tall and had little beds to push under there. . . . Our beds were stuffed with hay and straw and shucks, and, believe me, child, they slept sure good.

When the boys would start to the quarters from the fields, they would get a turn of pine knots. That was what we used for lights. When our fire went out, we had no fire. Didn't know nothing about matches. To start a fire we would take a skillet lid and a piece of cotton and a flint rock. Lay the cotton on the skillet lid and take a piece of iron and beat the flint rock till the fire would come. . . .

We used to play at night by moonlight and I can recollect singing with the fiddle. Oh, Lord, that fiddle would almost talk, and I can hear it ringing now. Sometimes we would dance in the moonlight too.

The reason so many white folks was rich was that they made money and didn't have nothing to do but save it. They made money and raised everything they used, and didn't have no use for money. Didn't have banks in them days, and Master buried his money. . . .

All Old Master's [Negroes] were married by the white preacher, but he had a neighbor who would marry the [Negroes] hisself. He would say to the man: "Do you want this woman?" and to the girl, "Do you want this boy?" Then he would call the Old Mistress to fetch the broom and Old Master would hold one end and Old Mistress the other and tell the boy and girl to jump this broom, and he would say: "That's your wife." They called marrying like that jumping the broom.

Now, child, I can't remember everything I done in them days, but we didn't have to worry. 'Twasn't then like it is now [1937], no wasn't. We had such a good time, and everybody cried when the Yankees cried out: "Free." T'other [Negroes] say they had a hard time 'fore they were free, but 'twas then like 'tis now. If you had a hard time, we done it ourselves.

Sometimes a slave would run away and just live wild in the woods, but most times they catch 'em and beats 'em, then

chains 'em down in the sun till they nearly die. The only way any slaves on our farm ever goes anywhere was when the boss sends him to carry some news to another plantation or when we slips off way in the night. Sometimes after all the work was done a bunch would have it made up to slip out down to the creek and dance. We sure had fun when we do that, most times on Saturday night.

All the Christmases we had was Old Master would kill a hog and give us a piece of pork. We thought that was something, and the way Christmas lasted was 'cording to the big sweet-gum backlog what the slaves would cut and put in the fireplace. When that burned out, the Christmas was over. So you know we all keeps a-looking the whole year round for the biggest sweet gum tree we could find. When we couldn't find the sweet gum, we git oak, but it wouldn't last long enough; bout three days on average we wouldn't work at all. Old Master he sure pile on them pine knots, gitting that Christmas over so we could git back to work.

We had a few little games we play like Peep Squirrel, You Can't Catch Me, and such like. We didn't know nothing 'bout no New Year's Day or holidays 'cept Christmas.

We had some corn-shuckings sometimes, but the whites gits the fun and the [Negroes] gits the work. We didn't have no kind of cotton-pickings 'except just to pick our cotton. I's can hear them [Negroes] now, going to the cotton patch 'way 'fore day a-singing "Peggy, does you love me now?"

One old man he sing:

> Saturday night and Sunday too
> Young gals on my mind.
> Monday morning 'way 'fore day
> Old master got me gwine.
> Peggy, does you love me now?

Then he whoops a sort of [Negro] holler, what nobody can do just like them old-time [Negroes], then on he goes:

> Possum up a 'simmon tree,
> Rabbit on the ground
>
> Lord, Lord, possum,
> Shake them 'simmon down
> Peggy, does you love me now?

We didn't have much looking after when we git sick. We had to take the worst stuff in the world for medicine, just so it was cheap. Sometimes he have the doctor when he thinks we going to die, 'cause he say he ain't got anyone to lose, then that calomel what the doctor would give us would pretty nigh kill us. . . .

Lord, Lord, honey! It seems impossible that any of us ever lived to see that day of freedom, but thank God we did.

Reading Selection #2

Jennie Proctor: Alabama (Age 87)

I's hear tell of them good slaves days, but I ain't never seen no good times then. My mother's name was Lisa, and when I was a very small child I hear that driver going from cabin to cabin as early as 3 o'clock in the morning, and when he comes to our cabin he says, "Lisa, Lisa, git up from there and git that breakfast." My mother, she was a cook, and I don't recollect nothing 'bout my father. If I had any brothers and sisters I didn't know it. We had old ragged huts made out of poles and some of the cracks chinked up with mud and moss and some of them wasn't. We didn't have no good beds, just scaffolds nailed up to the wall out of poles and the old ragged bedding throwed on them. That sure was hard sleeping, but even that feel good to our weary bones after them long hard days work in the field. I 'tended to the children when I was a little gal and tried to clean house just like Old Miss tells me to. Then soon as I was ten years old, Old Master, he say, "Git this here [Negro] to that cotton patch."

I recollects once when I was trying to clean the house like Old Miss tell me, I finds a biscuit, and I's so hungry I et it, 'cause we never see such a thing as a biscuit only sometimes on a Sunday morning. We just have corn bread and syrup and sometimes fat bacon, but when I et that biscuit and she comes in and say, "Where that biscuit?" I say, "Miss, I et it 'cause I's so hungry." Then she grab the broom and start to beating me over the head with it, calling me a low-down [Negro], and I guess I just clean lost my head 'cause I knowed better than to fight her if I knowed anything 't all, but I start to fight her, and the driver, he comes in and he grabs me and starts beating me with that cat-o-nine tails, and he beats me till I fall to the floor nearly dead. He cut my back all to pieces, then they rubs salt in the cuts for more punishment.

Lord, Lord, honey! Them was awful days. When Old Master come to the house, he say, "What you beat that [Negro] like that for?" And the driver tells him why, and he say, "She can't work now for a week. She pay for several biscuits in that time." He sure was mad, and he tell Old Miss she start the whole mess. I still got them scars on my old back right now, just like my grandfather have when he die, and I's a-carrying mine right on to the grave just like he did.

Our master, he wouldn't 'low us to go fishing--he say that too easy on a [Negro] and wouldn't 'low us to hunt none either--but sometimes we slips off at night and catch possums. And

when Old Master smells them possums cooking 'way in the night, he wraps up in a white sheet and gits in the chimney corner and scratch on the wall, and when the man in the cabin goes to the door and say, "Who's that?" he say, "It's me, what ye cooking in there?" And the man say, "I's cooking possum." He says, "Cook him and bring me the hindquarters and you and the wife and the children eat the rest."

We never had no chance to git any rabbits 'cept when we were a-clearin and grubbin the new ground. Then we catch some rabbits, and if they looks good to the white folk they take them and if they no good the [Negroes] git them. We never had no gardens. Sometimes the slaves git vegetables from the white folk's gardens and sometimes they didn't.

Money? Uh-uh! We never seen no money. Guess we'd a-bought something to eat with it if we ever seen any. Fact is, we wouldn't a-knowed hardly how to bought anything, 'cause we didn't know nothing 'bout going to town.

On Sunday they make all the children change, and what we wear till we gits our clothes washed was gunny sacks with holes cut for our head and arms. We didn't have no shoes 'cepting some homemade moccasins, and we didn't have them till we was big children. The little children they goes naked till they was big enough to work. They was soon big enough though, 'cording to our master. We had red flannel for winter underclothes. Old Miss she say a sick [Negro] cost more than the flannel.

Weddings? Uh-uh! We just steps over the broom and we's married. Ha! Ha! Ha!

Old Master he had a good house. The logs was all hewed off smooth-like, and the cracks all fixed with nice chinking, plumb 'spectable-looking even to the plank floors. That was something. We didn't have no big plantation, but he keeps 'bout three hundred slaves in them little huts with dirt floors. I thinks he calls it four farms what he had.

Sometimes he would sell some of the slaves off of that big auction block to the highest bidder when he could git enough for one.

When he go to sell a slave, he feed that one good for a few days, then when he goes to put 'em up on the auction block he takes a meat skin and greases all round that [Negro's] mouth and makes 'em look like they been eating plenty meat and such like and was good and strong and able to work. Sometimes he sell the babes from the breast, and then again he sell the mothers from the babes and the husbands and the wives, and so on. He wouldn't let 'em holler much when the folks be sold away. He say, "I have you whupped if you don't hush." They sure loved their six children though. They wouldn't want nobody buying them.

We might-a done very well if the old driver hadn't been so mean, but the least little thing we do he beat us for it and put big chains round our ankles and make us work with them on till the blood be cut out all around our ankles. Some of the masters have what they call stockades and puts their heads and feet and arms through holes in a big board out in the hot sun, but our old driver he had a bull pen. That's only thing like a jail he had. When a slave do anything he didn't like, he takes 'em in that bull pen and chains 'em down, face up to the sun, and leaves 'em there till they nearly dies.

None of us was 'lowed to see a book or try to learn. They say we git smarter than they was if we learn anything, but we slips around and gits hold of that Webster's old blueback speller and we hides it till 'way in the night and then we lights a little pine torch, and studies that spelling book. We learn it too. I can read some now and write a little too.

They wasn't no church for the slaves, but we goes to the white folks' arbor on Sunday evening, and a white man he gits up there to preach to the [Negroes]. He say, "Now I takes my text, which is, [Negro], obey your master and your mistress, 'cause what you git from them here in this world am all you ever going to git, 'cause you just like the hogs and the other animals--when you dies you ain't no more, after you been throwed in that hole." I guess we believed that for a while 'cause we didn't have no way finding out different. We didn't see no Bibles.

Source: Botkin, B. A. Lay My Burden Down. Chicago: The University of Chicago Press, 1945, pp. 61-65, 89-93 (Copyright © 1945 by The University of Chicago)

Suggested Activities Related to "Let A Slave Speak"

The readings just concluded contained two accounts of life under slavery, both of them furnished by aged women whose youth was recalled for the interviewer. Obviously, both accounts are genuine and faulted only by the possibility of error which time and age inflict upon any remembered experience.

The striking thing about this final set of readings is that once again differing pictures of what slavery was like are given. Millie Evans finds words of praise for certain conditions under slavery. Jennie Proctor condemns everything under slavery. As students seek to arrive at generalizations regarding the institution of slavery, they will have to take into account data of contradictory or even seemingly contradictory nature. They will have to probe the meaning of facts. As they absorb and analyze the material in these readings, the teacher might well do the following:

1. Have the students answer and discuss the questions which preceded the readings.

2. Get the students involved in a discussion about the relative merits of the accounts read. Did they have the ring of truth? Were the main characters guilty of retrospective falsification? Were these formidable former slaves reliable witnesses? Do the accounts they gave vary much from the students' own conceptions regarding slavery?

3. Extend the conceptions gained about slavery by assigning to each student, or perhaps small groups of students, the task of writing a brief story or dramatization about "Life Under Slavery." When these are presented, have the class evaluate them for bias, paternalism, and objectivity. The goal of such an exercise would be to lead to self-examination, to soul-searching, and to the careful weighing of evidence obtained from various source materials.

Can Any Conclusions Be Reached?

In helping students arrive at basic conclusions about social institutions in general and about slavery in particular, the teacher should seek to make clear to students that the process of generalizing, especially about human affairs, is a highly complex one.

Briefly, although we know facts to be indispensable in the process of formulating generalizations, we do know that facts without a meaningful context are not so useful as is customarily believed. Secondly, one must always consider the question of how many facts are really needed to support a valid generalization. (David Hume once kicked up a lot of dust in this connection.) Thirdly, perception is a unique psychological process. If its very nature is selective, how can we assume that one man's perceptions are false, another's correct? Finally, it would be well to remember that value judgments are always at work so that two persons confronted with the same set of facts may arrive at two completely different views of the same situation.

Slave Rebellions

One of the most common misconceptions about slavery is that slaves were content with their lives, that few slaves ever attempted to change the condition of their lives. Some of our readings have already suggested a great deal of discontent on the part of slaves about their bondage. Yet some students, after reading a great deal about slavery, ask why the slaves did not complain, fight back, resist servitude. The answer is, of course, that many slaves hated slavery and did fight back, did resist. Resistance, however, has many faces. Let us examine some forms of this resistance. The most obvious form is outright rebellion.

Some historians have uncovered over one hundred instances of slave rebellions, large and small. A great many more were undoubtedly planned but, for one reason or another, were put aside. The following reading will focus on Nat Turner's insurrection, which occurred in Virginia in 1831. As you read, consider the following questions:

1. According to the two accounts, why did Nat Turner rebel?

2. How does Nat Turner's account of what happened differ from Lerone Bennett's description? What is Bennett's opinion of Turner? Hero or fanatic?

3. Why did areas far removed from Southampton, Virginia become alarmed at the uprising?

4. What changes in the attitudes and behavior of white people might one expect to see after the crushing of such a revolt?

5. How did some white people react, in fact, to the insurrection?

Reading Selection #1

Nat Turner Speaks

After being captured, Turner gave the following testimony:

> . . . I was thirty-one years of age, the second of October last, and born the property of Benjamin Turner, of this county. In my childhood a circumstance occurred which made an indelible impression on my mind. . . .
>
> Being at play with other children, when three or four years old, I was telling them something, which my mother, overhearing, said it had happened before I was born. I stuck to my story, however, and related some things which went, in her opinion, to confirm it. Others being called on, were greatly astonished, knowing that these things had happened, and caused them to say in my hearing, I surely would be a prophet, as the Lord had shown me things that had happened before my birth. . . .
>
> I (did not steal) in my youth . . . yet such was the confidence of the Negroes in the neighborhood, even at this early period of my life . . . that they would often carry me with them when they were going on any (robbery), to plan for them. . . . Having soon discovered to be great, I must appear so, and therefore studiously avoided mixing in society, and wrapped myself in mystery, devoting my time to fasting and prayer.
>
> By this time, (I was an adult) and hearing the Scriptures commented on at meetings, I was struck with that particular passage which says, "Seek ye the kingdom of heaven, and all things shall be added unto you." I reflected much on this passage, and prayed daily for light on this subject. As I was praying one day at my plough, the Spirit spoke to me saying, "Seek ye the kingdom of heaven and all things shall be added unto you. . . ."
>
> (Two years later) and . . . again I had the same revelation, which fully confirmed me in the impression that I was ordained for some great purpose in the hands of the Almighty. . . . Now, finding I (was a man), and was a slave, and these revelations being made known to me, I began to direct my attention to this great object, to fulfil the purpose for which . . . I felt sure I was intended. Knowing the influence I had obtained over the minds of my fellow servants . . . by communion of the spirit, whose revelations I often communicated to them, and they believed and said my wisdom came from God,--I now began to prepare them for my purpose, by telling them something was about to happen. . . .

And about this time I had a vision--and I saw white spirits and black spirits engaged in battle, and the sun was darkened--the thunder rolled in the heavens, and blood flowed in streams--and I heard a voice saying, "Such is your luck, such you are called to see; and let it come rough or smooth, you must surely bear it. . . ."

(Three years pass.) And on the 12th of May, 1828, I heard a loud noise in the heavens, and the Spirit instantly appeared to me and said the Serpent was loosened, and Christ had laid down the yoke he had borne for the sins of men, and that I should take it on and fight against the Serpent, for the time was fast approaching when the first should be the last and the last should be first. . . . Any by signs in the heavens that it would make known to me when I should commence the great work, and until the first sign appeared I should conceal it from the knowledge of men; and on the appearance of the sign (the eclipse of the sun), I should arise and prepare myself and slay my enemies with their own weapons.

And immediately on the sign appearing in the heavens, the seal was removed from my lips, and I communicated the great work laid out for me to do, to four in whom I had the greatest confidence (Henry, Hark, Nelson, and Sam). . . .

Since . . . 1830 I had been living with Mr. Joseph Travis, who was to me a kind master, and placed the greatest confidence in me; in fact, I had no cause to complain of his treatment to me. On Saturday evening, the 20th of August, it was agreed between Henry, Hark, and myself, to prepare a dinner the next day for the men we expected, and then to (make) a plan, as we had not yet . . . any. Hark, on the following morning, brought a pig, and Henry brandy; and being joined by Sam, Nelson, Will and Jack, they prepared in the woods a dinner, where about three o'clock I joined them. . . .

I saluted them on coming on, and asked Will how came he there. He answered, his life was worth no more than others, and his liberty as dear to him. I asked him if he thought to obtain it. He said he would, or lose his life. This was enough to put in full confidence. . . . It was quickly agreed we should (go) home (and return that night); and until we had armed and equipped ourselves, and gathered sufficient force, neither age nor sex was to be spared. . . .

I took my station in the rear, and, as it was my object to carry terror and devastation wherever we went, I placed fifteen or twenty of the best armed and most to be relied on in front, who generally approached the houses as fast as their horses could run. This was for two purposes--to prevent their escape, and strike terror to the inhabitants; on this account I never got to the houses . . . until the mur-

ders were committed, except in one case. I sometimes got in sight in time to see the work of death completed; viewed the mangled bodies as they lay, in silent satisfaction, and immediately started in quest of other victims. Having murdered Mrs. Waller and ten children, we started for Mr. William Williams--having killed him and two little boys that were there; while engaged in this, Mrs. Williams fled and got some distance from the house, but she was pursued, overtaken and compelled to get up behind one of the company, who brought her back, and, after showing her the mangled body of her lifeless husband, she was told to get down and lay by his side, where she was shot dead.

The white men pursued and fired on us several times. Hark had his horse shot under him and I caught another for him as it was running by me; five or six of my men were wounded, but none left the field. Finding myself defeated here, I instantly determined to go through a private way. . . . After going a short distance in this private way, accompanied by about twenty men, I overtook two or three, who told me the others were dispersed in every direction.

On this, I gave up all hope for the present, and on Thursday night, after having supplied myself with provisions from Mr. Travis, I scratched a hole under a pile of fence-rails in a field where I concealed myself for six weeks, never leaving my hiding-place but for a few minutes in the dead of night to get water. . . . I know not how long I might have led this life, if accident had not betrayed me. A dog in the neighborhood passing by my hiding-place one night while I was out, was attracted by some meat I had in my cave and crawled in and stole it, and was coming out just as I returned. A few nights after, two Negroes having started to go hunting with the same dog, and passed that way, the dog came again to the place, and having just gone out to walk about, discovered me and barked; on which, thinking myself discovered, I spoke to them to beg concealment. On making myself known, they fled from me. Knowing then they would betray me, I immediately left my hiding place and was pursued almost incessantly, until I was taken. . . .

(Nat Turner was executed on November 11, 1831.)

Source: Aptheker, Herbert. Documental History of the Negro People in the United States. New York: Citadel Press, 1962, pp. 120-125

Reading Selection #2

A Modern Writer Describes the Nat Turner Insurrection

"No ante-bellum Southerner," (an historian writes) "could ever forget Nat Turner. The career of this man made an impact upon the people of his section as great as that of John C. Calhoun or Jefferson Davis. Yet Turner was only a slave in Southampton County, Virginia--during most of his life a rather unimpressive one at that."

The man called the prophet was born in the year Gabriel died--1800. His mother, an African-born slave, could not bear the idea of bringing a slave into the world and was "so wild . . . that she had to be tied to prevent her from murdering him." The son survived and demonstrated his hatred of slavery in his own way.

A mystic with blood on his mind, a preacher with vengeance on his lips, a dreamer, a fanatic, a terrorist, Nat Turner was a fantastic mixture of gentleness, ruthlessness and piety. Of middling stature, black in color, commanding and bold, Nat was five feet, six inches tall, a little dumpy perhaps, running to fat around the middle, with a mustache and a little tuft of hair on his chin.

Early in life, Nat came to the view that God had set him aside for some great purpose. And he worked hard to help God. Systematically ascetic, he foreswore tobacco, liquor and money. He avoided crowds and close companionships and wrapped himself in mystery. "Having soon discovered [that] to be great, I must appear so, [I] studiously avoided mixing in society and wrapped myself in mystery, devoting my time to fasting and prayer."

. . . But Nat was clearly no ordinary man. At an early age, he demonstrated a facility with the alphabet. And he was inventive with his hands. Using pieces of wood and metal, he cast different things in moulds made of earth and attempted "to make paper, gunpowder, and many other experiments."

When Nat reached maturity, he was a person of some importance in Southampton County. Slaves in the neighborhood looked to him for advice and direction. Even whites were affected. An overseer fell under Nat's influence and so far overstepped the bounds of propriety that he let Nat baptize him. The conversion took; the overseer gave up his bad habits. The whites were so scandalized that they hounded the overseer out of the state.

With maturity and increasing recognition came understanding. Nat became convinced that he was destined to lead his people out of bondage. . . . He found food for insurrection in the Bible. He immersed himself in religion; he even prayed at the plow. He saw visions and heard voices. One day, he had an unusual vision: he saw black and white spirits wrestling in the sky; the sun grew dark and blood gushed forth in streams.

Ordinary things appeared to the mystical slave in a strange light. While plowing the field, he saw drops of blood on the corn. On the leaves in the woods, he found writing. He concluded that the day of judgment for slaveholders was [near]. Another vision confirmed this conclusion. The "spirit," he said, told him that on the appearance of a sign "I should arise and prepare myself and slay my enemies with their own weapons." The sign appeared in the form of a solar eclipse in February, 1831.

Nat chose four disciples, Henry Porter, Hark Travis, Nelson Williams and Samuel Francis, and set his face towards Jerusalem. . . .

In Virginia in that year there was a Jerusalem; it was the county seat of Southampton. The parallel was not lost on the mystical slave. He resolved to strike on July 4, but he became ill and the day passed. There then came another sign--the peculiar color of the sun on August 13. Nat set another day: Sunday, August 21. He promised to meet his disciples on that day at a wooded retreat near his master's farm.

On the appointed day, Nat's disciples gathered on the banks of Cabin Pond. They ate barbecue, drank brandy and discussed death. Nat, a nondrinking man who appreciated the value of a dramatic entrance, did not join them until late in the afternoon. Then he appeared suddenly and assumed control. He ran his eyes over the group; two additional slaves were present at the invitation of his disciples. Nat asked one of them, Will, "how came he there." Will replied that "his life was worth no more than others, and his liberty as dear to him." Six feet tall, or nearly so, well-developed, with a back covered with whip scars, with a face disfigured by a scar extending from his right eye to his chin, Will was the slave of a cruel master. He was said to be the strongest man in the county and he bore a special grudge: his master had sold his wife to a Negro trader. Will later handled the broadax with such ferocity that Nat dubbed him, "Will, the executioner."

Having assured himself of the steadfastness of his men, Nat outlined his plans. They would strike that night, beginning at the home of his master and proceeding from house to house, killing every man, woman, and child. In this way, he ex-

plained, they would terrorize the whites and stampede them. Then, he said, women and children would be spared and "men too who ceased to resist."

About 10 P.M., the conspirators left their retreat and moved to the home of Joseph Travis. They were seven men, armed with one hatchet and a broadax. Twenty-four hours later, there would be seventy men and at least fifty-seven whites would be dead.

Nat climbed through the window of his master's house and opened the front door. He then led his men to the bedroom of his master and mistress. Nat struck the first blow, but his aim was faulty. Will finished the job. Two boys in an upstairs bedroom were also killed. Nat's band took guns and powder. Leaving the house, Nat recalled that a baby had been spared. Remarking that "nits makes lice," he detailed two men to kill the infant.

Moving quietly and swiftly through the night, the little band cut a swath of red, chopping down old, young, male, female. At almost every stop, assitional slaves joined them.

"I took my station in the rear," Nat said later, "and, as it was my object to carry terror and devastation wherever we went, I placed fifteen or twenty of the best armed and most to be relied on in front, who generally approached the houses as fast as their horses could run. This was for two purposes--to prevent their escape, and strike terror to the inhabitants. . . ."

All through that terrible night, men, women and children died. No one with a white skin was spared except a family of poor whites who owned no slaves.

Monday morning dawned and Nat rode on.

When the first bodies were discovered, dread seized the white citizenry. Women, children and men fled to the swamps and hid under the leaves. Other citizens flocked to public buildings and barricaded the doors. Some whites left the county; others left the state.

Nat rode on, picking up recruits at each stop, moving closer and closer to Jerusalem. On Monday afternoon, he reached the Parker Farm, only three miles from Jerusalem. Nat wanted to bypass the farm and push on to the city. His men, some of whom were groggy from periodic raids on cider stills, wanted to stop. Nat gave in--a fatal mistake. While waiting, he met his first opposition. A group of eighteen or twenty whites advanced with guns drawn. Nat ordered a charge. The whites held their ground for a moment and then turned and fled. Nat gave chase, crossed a hill and discovered that the whites had been reinforced by a larger group from Jerusalem. It was now his turn to retreat. He decided to retrace his

steps and recruit more men. The next day he was defeated and his men dispersed. Nat retired to Cabin Pond and waited for his disciples to regroup. After waiting for a day or so, he dug a cave and went into hiding.

By this time, soldiers were flocking to the county from all points. Three companies of artillery from Fort Monroe and detachments of men from the warships "Warren" and "Natchez" arrived. Hundreds of soldiers and militiamen from North Carolina and other Virginia counties thronged into the area. All in all, some three thousand armed men came to Southampton to put down the insurrection.

A massacre followed. The enraged whites shot down innocent Negroes who smiled and innocent Negroes who did not smile. The editor of the Richmond Whig said: "Men were tortured to death, burned, maimed and subject to nameless atrocities. The overseers were called upon to point out any slaves whom they distrusted; and if any tried to escape they were shot down."

Nat eluded capture for almost two months. While he was at large, a panic seized large parts of Virginia, North Carolina, and Maryland. [One military official] reported to the governor: "The [worry] unfortunately was not confined to the county where the danger existed, but extended over all immediately about it. Not a white family in many neighborhoods remained at home, and many went to other counties, and the rest assembled at different points in considerable numbers for mutual protection. Numerous females, with their children, fled in the night with but one imperfect dress and no provisions. I found every hovel at Hicks' Ford literally filled with women and children, with no way to lodge but in heaps on the floors, without any article of food or the means of cooking provisions. . . ."

* * *

The panic rolled over a large part of the South. A niece of George Washington wrote that the hysteria was "like a smothered volcano--we know not when, or where, the flame will burst forth but we know that death in the most horrid form threatens us. Some have died, others have become

[insane] from [fear] since the Southampton affair."

When Nat was finally captured, guns were fired all over Southampton County. The women, thinking Nat had assembled another force, fled to the swamps, misinterpreting the cry, "Nat is caught!" for "Nat is coming!"

Nat Turner was taken to Jerusalem in chains. At his trial, he pleaded not guilty, saying that he did not feel guilty. Judge Jeremiah Cobb pronounced sentence. "The judgment of the court, is that you be taken hence to the jail from whence you came, thence to the place of execution, and on Friday next, between the hours of ten a.m. and 2 p.m. be hung by the neck until you are dead! dead! dead! and may the Lord have mercy upon your soul."

Source: Bennett, Lerone. Before the Mayflower. Chicago: Johnson Publishing Co., 1964, pp. 118-124

Suggested Activites Related to Nat Turner's Insurrection

1. Students who read the above accounts of Nat Turner's insurrection must face up to some difficult truths. The first is the realization that the commonly-held belief in slave passivity is not tenable. Slave rebellions did occur; many slaves did rise up to escape from slavery or to confront their masters. Secondly, students must make some decisions which are fraught with moral questions. If slavery is wrong, then what may, or must, a slave do in order to end it? May he rebel against his master? May he strike blows for his own freedom? May he kill others in order to end his servitude?

2. Students could gain much insight by role-playing each of the following roles on the eve of a slave rebellion:

   a. A slave who hates slavery but refuses to rebel.
   b. A slave leader like Turner who urges activist opposition.
   c. A slave mother who does not wish to risk her children.
   d. A slave owner who sees slaves as property and to whom rebellion is anathema.
   e. A Northern abolitionist like William Lloyd Garrison.

3. Have the class debate the topic: Nat Turner: Hero or Fanatic?

4. Develop a comparison between Turner's own account and Bennett's story. Stress the merits and the weaknesses of relying exclusively on either one or the other type of historical evidence.

Runaways

There were many instances of slave rebellions, among which Nat Turner's was the most spectacular. Many slaves, however, knowing how slim the chances for success in any rebellion were, chose instead to run away. Much has been written about the Underground Railroad, the white and Negro "conductors," those intrepid people who aided courageous slaves seeking freedom and about the many hairbreadth escapes made by fugitives. In all, thousands of slaves fled from bondage, and some, upon achieving safety and freedom in the North, even corresponded with their former masters. Writing in an atmosphere of freedom, these former slaves were able to express their true feelings, the feelings they had had to keep guarded under slavery.

The following letters, written in 1860, are interesting because they illustrate two views of the same experience. The complaining, threatening tone of the first letter is contrasted with the quiet, but insistent dignity and sense of human outrage of the second.

As the readings proceed, students should keep in mind the following questions:

1. Why did Mrs. Logue ask for $1,000? Why did she expect Jarm to pay the money?

2. Why was Jarm upset at Mrs. Logue's letter?

3. Why did Jarm not say the things he did in the letter to Mrs. Logue when he was her slave?

4. What does the word "liberty" mean to Mrs. Logue? To Jarm?

Reading Selection #1

Mrs. Sarah Logue Complains

To Jarm:--I now take my pen to write you a few lines, to let you know how we all are. I am a cripple, but I am still able to get about. The rest of the family are all well. Cherry is as well as common. I write you these lines to let you know the situation we are in,--partly in consequence of your running away and stealing Old Rock, our fine mare. Though we got the mare back, she never was worth much after you took her;--and, as I now stand in need of some funds, I have determined to sell you, and I have had an offer for you, but did not see fit to take it. If you will send me one thousand dollars, and pay for the old mare, I will give up all claim I have to you. Write to me as soon as you get these lines, and let me know if you will accept my proposition. In consequence of your running away, we had to sell Abe and Ann and twelve acres of land; and I want you to send me the money, that I may be able to redeem the land that you [were] the cause of our selling, and on receipt of the above-named sum of money, I will send you your bill of sale. If you do not comply with my request, I will sell you to some one else, and you may rest assured that the time is not far distant when things will be changed with you. Write to me as soon as you get these lines. Direct your letter to Bigbyville, Maury County, Tennessee. You had better comply with my request.

I understand that you are a preacher. As the Southern people are so bad you had better come and preach to your old acquaintances. I would like to know if you read your Bible. If so, can you tell what will become of the thief if he does not repent? and, if the blind lead the blind, what will the consequence be? I deem it unnecessary to say much more at present. A word to the wise is sufficient. You know where the liar has his part. You know that we reared you as we reared our own children; that you [were] never abused, and that shortly before you ran away, when your master asked if you would like to be sold, you said you would not leave him to go with anybody.

Jarm Replies

Mrs. Sarah Logue: Yours of the 20th of February is duly received, and I thank you for it. It is a long time since I heard from my poor old mother, and I am glad to know that she is yet alive, and, as you say, "as well as common." What that means, I don't know. I wish you had said more about her.

You are a woman; but, had you a woman's heart, you never could have insulted a brother by telling him you sold his only remaining brother and sister, because he put himself beyond your power to convert him into money.

You sold my brother and sister, Abe and Ann, and twelve acres of land, you say, because I ran away. Now you have the unutterable meanness to ask me to return and be your miserable chattel, or . . . send you $1000 to enable you to redeem the land, but not to redeem my poor brother and sister! If I were to send you money, it would be to get my brother and sister, and not that you should get land. You say you are a cripple, and doubtless you say it to stir my pity, for you knew I was susceptible in that direction. I do pity you from the bottom of my heart. Nevertheless, I am indignant beyond the power of words to express, that you should be so sunken and cruel as to tear the hearts I love so much all in pieces; that you should be willing to impale and crucify us all, out of compassion for your poor foot or leg. Wretched woman! Be it known to you that I value my freedom, to say nothing of my mother, brothers and sisters, more than your whole body; more, indeed, than my own life; more than all the lives of all the slaveholders and tyrants under heaven.

You say you have offers to buy me, and that you shall sell me if I do not send you $1000, and in the same breath and almost in the same sentence, you say, "You know we raised you as we did our own children." Woman, did you raise your own children for the market? Did you raise them for the whipping-post? Did you raise them to be driven off, bound . . . in chains? Where are my poor bleeding brothers and sisters? Can you tell? Who was it that sent them off into sugar and cotton fields, to be kicked and cuffed, and whipped, and to groan and die; and where no kin can hear their groans, or attend and sympathize at their dying bed, or follow in their funeral? Wretched woman! Do you say you did not do it? Then I reply, your husband did, and you approved the deed-- and the very letter you sent me shows that your heart approves it all. Shame on you!

But, by the way, where is your husband? You don't speak of him. I infer, therefore, that he is dead; that he has gone to his great account, with all his sins against my poor family upon his head. Poor man! gone to meet the spirits of my poor, outraged and murdered people, in a world where Liberty and Justice are Masters.

But you say I am a thief, because I took the old mare along with me. Have you got to learn that I had a better right to the old mare, as you call her, than Mannasseth Logue had to me? Is it a greater sin for me to steal his horse, than it was for him to rob my mother's cradle, and steal me? If he and you infer that I forfeit all my rights to you, shall not I infer that you forfeit all your rights to me? . . . Before God and high heaven, is there a law for one man which is not a law for every other man?

. . . Did you think to terrify me by presenting the alternative to give my money to you, or give my body to slavery? . . . I stand among a free people, who, I thank God, sympathize with my rights, and the rights of mankind; and if your emissaries . . . come here to re-enslave me, . . . I trust my strong and brave friends, in this city and State, will be my rescuers and avengers.

Source: The Liberator, April 27, 1860

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Suggested Activities Related to Mrs. Logue's and Jarm's Letters

1. Have students answer the questions stated directly before the letters.

2. Students can contrast the views of slavery as stated or implied by a slaveowner and a former slave.

3. Worth investigating is the question of how people involved in the same experience must, of necessity, "see" the experience differently.

4. Mrs. Logue seems to have difficulty in viewing the condition of slavery. At times she regards the slave as a human being; at other times she sees him as a chattel. How can we explain this apparent inconsistency?

5. The story of other escapes and the full dimensions of the Underground Railroad can be studied in Larry Gara's The Liberty Line and J. S. Furnas' Goodby Uncle Tom. Some selections from the book might be read to the class; others could be assigned to individual students for study.

John Brown: Martyr or Insane Fanatic?

By 1859, feelings had worsened between the North and the South. The topic of slavery aroused strong emotions.

To abolitionists, however, slavery and its end were the reasons for living. When John Brown, still being hunted for the murder of five pro-slavery Kansans, hatched a scheme to free the slaves, abolitionists listened and lent money. He planned to use the Blue Ridge Mountains of western Virginia as a base from which to raid neighboring plantations, free the slaves, and gather an ever-increasing army. Such an army would eventually be large enough to invade the deep South. This was the plan. Gathering Negro and white supporters and some of his sons, he began the task of planning and executing his dream.

We shall first read of one historian's opinion on John Brown and his role in the struggle against slavery. This will be followed by the reactions of some people to Brown's execution. Finally, the song "John Brown's Body" invites further thought on the subject. Students can keep the following questions in mind as they read:

1. What is Carl Sandburg's opinion of John Brown? Give proof to support your answer.

2. According to the selections, what was the Southern reaction to the raid, the trial, and the execution? The Northern reaction? Evidence?

3. What view did some Negroes of that period hold of John Brown? What do some Negroes think of him today? Why?

4. Can an evil act such as murder result in something good? If so, can we not say that John Brown's deeds were justified by the results?

Reading Selection #1

Carl Sandburg on John Brown

Out of Kansas came a man who ran slaves to freedom, burned barns, stole horses, and murdered men and boys without trial or hearing. He had come to Kansas from Ohio and New York, a descendant of Mayflower Pilgrim Fathers; two of his grandfathers fought in the Revolutionary War; at his house his 19 children partook in prayer and Scripture reading morning and night. He told eastern abolitionists action was the need, bold deeds. He had a saying: "One man and God can overturn the universe." Funds for rifles, pikes, wagons and stores were raised by wealthy and respectable citizens who in secret code termed the affair a "speculation in wool."

On Monday, October 17, 1859, the telegraph carried strange news. At the junction of the Shenandoah and Potomac Rivers, where Virginia and Maryland touch borders, in the rocky little town of Harpers Ferry, a U.S. Government arsenal and arms factory had been captured, the gates broken and watchmen made prisoners, slaveholders taken prisoner and their slaves told to spread the word of freedom to slaves everywhere--all of this between Sunday night and Monday daybreak.

Would the next news tell of slaves in revolt repeating the Nat Turner insurrection, with men, women and children butchered, homes looted and burned? The country breathed easier on Tuesday's news that Colonel Robert E. Lee, commanding 80 marines, had rushed a little engine house fort where 18 men inside had fought till all were dead or wounded except two.

In a corner of the engine house, an old man with a flowing long beard said his name was John Brown. "Who sent you here?" they ask. "No man sent me here. It was my own prompting and that of my Maker." "What was your object?" "I came to free the slaves. I think it right to interfere with you to free those you hold in bondage." "And you say you believe in the Bible?" "Certainly, I do." "Don't you know you are a seditionist, a traitor?" "I was trying to free the slaves." "You are mad and fanatical." "And I think you people of the South are mad and fanatical. Is it sane to think such a system can last? Is it sane to talk of war rather than give it up?"

The State of Virginia gave him a fair trial on charges of murder, treason and inciting slaves to rebellion; Northern friends sent him able lawyers; he was inciting slaves to rebellion; he was found guilty and sentenced to be hanged. He spoke calmly to the court.

"Had I taken up arms in behalf of the rich, the powerful, the intelligent . . . or any of their class, every man in this court would have deemed it an act worthy of reward rather than of punishment. . . . I see a book kissed here which is the Bible, and which teaches me that all things that I would have men do unto me, so must I do unto them. I endeavored to act up to that instruction. I fought for the poor; and I say it was right, for they are as good as any of you. You deemed necessary that I should forfeit my life for the furtherance of the ends of justice . . . I say, let it be done."

Friends planned to steal him away from the death watch. He sent them word he would be more useful to freedom when dead. He wished to be a memory among young men. He was 59, but the average age of those who fought and died for his cause was little over 25. He wrote in the Charles Town jail a last message before going to the gallows: "I, John Brown, am now quite certain that the crime of this guilty land will never be purged away but with blood. I had, as I now think, vainly flattered myself that without much bloodshed it might be done." Beyond the 3,000 guardsmen with rifles and bayonets, he could see blue haze and a shining sun over the Blue Ridge Mountains. "This is a beautiful country; I never had the pleasure of really seeing it before."

He had written to a young abolitionist, Frank B. Sanborn, that he had always been "delighted with the doctrine that all men are created equal" and "the Savior's command, " 'Thou shalt love thy neighbor as thyself,'" then adding,

"Rather than have the doctrine fail in the world or in these States, it would be better that a whole generation, men, women and children should die a violent death." His mother and grandmother had died insane and a maternal aunt and three maternal uncles suffered from the same dread taint of blood. His mind, somewhat off balance, dwelt on wholesale killings and with no haunting regrets over murders by his hand and directioniin Kansas. He believed in his own right to doom others, and the power of God to doom wrongdoers everlastingly. "All our actions, even all the follies that led to this disaster, were decreed to happen ages before the world was made." He was only walking as God had ages ago foreordained. The sheriff asked, "Shall I give you the signal when the trap is sprung?" "No, no," came the even voice from the white beard. "Just get it over quickly."

John Brown's ghost did walk. The governor of Virginia, the jailer, spoke of how he died, without a quaver, cool, serene. Emerson, Thoreau, Victor Hugo compared him to Christ, to Socrates, the great martyrs. Wendell Phillips [an abolitionist] said: "The lesson of the hour is insurrection."

Abolitionists acclaimed him and spoke of disunion. The antislavery men had regrets; they knew the South was lashed and would retaliate. Senator Douglas called for a law to punish conspiracies, quoting Lincoln's House Divided and Seward's Irrepressible Conflict speeches to indicate that Republican politicians and their "revolutionary doctrines" had incited John Brown. . . .

The New York Herald published in full Seward's Senate speech foretelling "the irrepressible conflict." Seward now said he was opposed to conspiracy, ambush, invasion and force as shown by Brown; he favored reason, suffrage and the spirit of the Christian religion.

Lincoln believed "the attack of Brown wrong for two reasons. It was a violation of law and it was, as all such attacks must be, futile as far as any effect it might have on the extinction of the great evil. . . . John Brown has shown great courage, rare unselfishness, as even Governor Wise testifies. But no man, North or South, can approve of violence or crime."

Source: Sandburg, Carl. Prairie Years. New York: Dell Publishing Co., 1954, pp. 263-267 passim. (From Abraham Lincoln: The Prairie Years by Carl Sandburg, copyright, 1926, by Harcourt, Brace & World, Inc.; copyright, 1954, by Carl Sandburg. Reprinted by permission of the publishers)

Reading Selection #2

Reactions of Negroes

Two days after John Brown was hanged, a group of New Bedford, Massachusetts Negroes met and passed a series of resolutions, one of which follows:

> Resolved, That the memory of John Brown shall be indelibly written upon the tablets of our hearts, and when tyrants cease to oppress the enslaved, we will teach our children to revere his name, and transmit it to the latest posterity, as being the greatest man in the 19th century.

Over a half-century later, a Negro newspaper in Cleveland printed the following item.

> This is the anniversary of the death of that martyr of martyrs John Brown, the immortal! He was executed Dec. 2, 1859. . . . Who he was and what he stood for will always remain recent history in the minds and hearts of our people. His raid in Harper's Ferry cost him two sons, most of his company of twenty brave men, some of them members of the race, and he himself was wounded and taken prisoner. Our people throughout this country should fittingly recognize this day.

Sources: The Liberator, December 16, 1859
Cleveland Gazette, December 2, 1916

Reading Selection #3

The Memory Lingers

Within a year and a half of the raid, the Civil War began. One of the most popular songs sung by Union soldiers was "John Brown's Body."

1. John Brown's body lies a-mould'ring in the grave,
   John Brown's body lies a-mould'ring in the grave,
   John Brown's body lies a-mould'ring in the grave,
   But his soul goes marching on.
   CHORUS: Glory, Glory, hallelujah!
   Glory, Glory, hallelujah!
   Glory, glory, hallelujah!
   His soul goes marching on!

2. John Brown died that the slaves might be free,
   John Brown died that the slaves might be free,
   John Brown died that the slaves might be free,
   But his soul goes marching on.

3. He captured Harper's Ferry with his nineteen men so true;
   He frightened Old Virginny till she trembled through and through;
   They hung him for a traitor, themselves the traitor crew,
   But his soul is marching on.

4. He's gone to be a soldier in the army of the Lord,
   He's gone to be a soldier in the army of the Lord,
   He's gone to be a soldier in the army of the Lord,
   His soul is marching on.

5. The stars of Heaven now are looking kindly down,
   The stars of Heaven now are looking kindly down,
   The stars of Heaven now are looking kindly down,
   On the grave of old John Brown.

Suggested Approaches to "John Brown: Martyr or Insane Fanatic"

1. The readings are designed to afford the student experience in reaching conclusions, which, though tentative, are yet based upon evidence. The contrast between the Prairie Years selection, which portrays Brown as an insane fanatic, and the other selections, which show the beginnings of martyrdom for Brown, is clear and should be dramatized.

2. Encourage an analysis of value-laden words which are used by Sandburg to conjure up a picture of a man bereft of his senses.

3. Question 4 above raises the issue of the relationshp between means and ends. It may, if raised at the proper time, serve to motivate a useful discussion of the means being employed by Negroes in America today to achieve the full freedom which Brown envisioned for their forebears over a century ago.

4. As soon as the issues are clearly understood, it might be interesting to develop a formal debate on the proposition of whether or not Brown was a benefactor of mankind.

5. Have the class read selections from Leonard Ehrlich's God's Angry Man. This book, which sympathetically describes many incidents in Brown's life, is beautifully written and deserves consideration from both the historical and literary points of view.

Lincolnian Democracy

The Gettysburg Address: A Lesson Plan

Topic: The Significance of the Gettysburg Address

Aims:

1. To help students comprehend its basic ideas
2. To develop a greater commitment to the tenets of democracy
3. To sharpen the skill of reading comprehension

Motivation:

Except for the Pledge of Allegiance, more Americans have either read or heard The Gettysburg Address than any other document in America's history. How can we explain this fact?

Procedure:

1. The teacher can read the Address to the class or have a recording of it played. Vocabulary should be clarified as needed. Students can then read the Address aloud as a choral rendition.
2. As a result of a previous assignment, a student can sketch the historical background for the ceremonies of November 19, 1863.
3. Which part or parts of this speech do you think contain the heart of what democracy means?
4. What does each of the following mean to us today?

   "conceived in liberty and dedicated to the proposition that all men are created equal"

   "a new birth of freedom"

   "government of the people, by the people, for the people, shall not perish from the earth"

5. In his speech, Lincoln made no distinction between the Northerners and the Southerners who had died in the Battle of Gettysburg. What does this tell us about Lincoln the man and his fitness to lead a democratic nation?
6. What do you regard as the "unfinished work" of democratic living in the United States today?

Summary: Is Lincoln's message to Americans living in 1863 just as meaningful and important to Americans, indeed, the people of the world today? Explain.

Materials:

Copies of Lincoln's Gettysburg Address for students

Lincoln's Second Inaugural Address: A Lesson Plan

Topic: The Significance of Lincoln's Second Inaugural Address

Aims:

1. To acquaint students with the fundamental ideas in this speech
2. To help students better appreciate Lincoln as democratic statesman

Motivation:

Suppose that you are Lincoln. You have been elected a second time to serve as President. The Civil War is still going on. The time is March, 1865. You have to deliver an inaugural address, a talk in which you are to outline your plans for the future to the country. What broad policies might you, as President Lincoln, wish to propose? What might you wish to say to your fellow countrymen at this time?

Procedure:

1. Class listens to a reading or recording of Lincoln's Second Inaugural Address.
2. What would you consider to be the most important points of the Address? (Class now has copies of the Address in front of them.)
3. What was Lincoln's attitude toward slavery? Support your opinion by direct reference to the speech.
4. What meaning did the Civil War seem to have for Lincoln? What part or parts of the Address support your view?
5. Lincoln's ideal as expressed in the Address was to live "with malice toward none, with charity toward all." Had Lincoln lived, do you believe that he would have been successful in bringing about a better relationship between the North and the South? Why?

Summary:

What would the U.S. be like today if the nation had followed the broad ideas of Lincoln's Second Inaugural Address?

Materials:

Copies of the Second Inaugural Address for students

Understandings and Concepts Developed under Lincolnian Democracy

UNDERSTANDINGS	CONCEPTS
The Gettysburg Address is a synthesis of national aspirations at a moment of fraternal strife.	Customs, traditions, values, and beliefs are passed from generation to generation. (H)
The positions of Americans on the slavery question depended, in part, on the differences in their past.	People are products of their past. (H)
Lincoln's Second Inaugural Address is a product and a portent of the Civil War era.	The causes and consequences of historical events are often numerous and complex. (H)
The Gettysburg Address and the Emancipation Proclamation reflect basic concepts of democracy based on the sovereignty of the people.	Democracy is a form of government in which ultimate power resides in the people. (P.S.)
Lincoln envisioned the post-Civil War era as one in which the rights of ex-slaves were to be expanded and the prerogatives of the secessionists protected.	Democratic government provides protection for the rights of individuals and minority groups. (P. S.)

Reconstruction Period (1865-1877)

Suggested Learning Activities

1. Students can compare history textbooks used twenty years ago with present-day textbooks from the point of view of their treatment of the Reconstruction period. Both can then be evaluated in the light of the chapter of The Negro in American History by the New York City Board of Education.

2. Articles in past issues of the Negro History Bulletin can be consulted by students for material throwing fresh light on the Reconstruction period.

3. An historian can be invited to talk on the subject of Reconstruction to seventh-grade classes.

4. Pictures and cartoons of the Reconstruction period can be viewed. See A Pictorial History of the Negro in America by Langston Hughes and Milton Meltzer and An Album of American History, vol. III (1853-1893) by James Truslow Adams.

5. Students can read and analyze the Thirteenth, Fourteenth, and Fifteenth Amendments.

6. Reports can be given on the following:
   Freedmen's Bureau Act, 1865
   First Civil Rights Act, April 9, 1866
   First Congressional Reconstruction Acts, March, 1867
   Civil Rights Bill, 1875

7. A panel discussion can be held on one of the following topics:
   Was the South unjustly treated during this period?
   What role did Negroes play in the Reconstruction period?
   How did the North and the South compare with regard to graft and corruption during the Reconstruction period?

8. Students can write short biographies of such outstanding Negro leaders as Hiram R. Revels; Blanche K. Bruce; Alonzo Ransier; John R. Lynch; and Robert Smalls. In this connection, students can use Richard Bardolph's The Negro Vanguard and Arna W. Bontemps' One Hundred Years of Negro Freedom. Works by James McPherson and Benjamin Quarles may also be consulted for information about the people of this era.

9. Students can prepare and deliver monologues by the following: Senator Charles Sumner or Thaddeus Stevens supporting the Radical plan for reconstructing the South; a member of the Ku Klux Klan appealing for support; President Johnson urging the adoption of his plan for reconstruction; and Alexander S. Stephens opposing the Radical plan for reconstruction.

Understandings and Concepts Developed under "The Reconstruction Period"

UNDERSTANDINGS	CONCEPTS
Lincoln's assassination changed the course of events in America, for many people and many years.	Chance and accident influence history and impose limitations on predictability. (H)
Today's struggle for Negro rights casts light on the real nature and effects of the Reconstruction period.	Present situations influence our understanding of the past. (H)
The Court decisions and civil rights legislation of the past two decades are this generation's verification of the meaning of the Civil War.	Each generation must seek to rediscover, verify and explain the American past for itself. (H)
The goals of Reconstruction were short-circuited by restrictive state legislation.	Change at variance with desired goals has also taken place. (H)

The Role of the Negro in the Development of the American West

Negro Cowboys

A teacher once overheard a little six year old, wearing a cowboy hat, chaps, spurs, and six shooter tell a Negro classmate: "You can't play. Who ever heard of Negro cowboys?"

Whether the story is true or not, many people would be surprised to know that Negro cowboys, trappers, hold-up men, and bronco-busters did exist. The movies, television, western comic books, and fiction rarely include reference to the fact that thousands of Negroes, slave and free, lived the lives of frontiersmen and Westerners. This is not to say that the Negro won the West, or that without the Negro there would not have been a Westward movement. It is to say that the history of the West is incomplete if one group of Americans is omitted from that history in textbooks, films, television. The following reading is taken from a recent book on Negro cowboys. The questions which follow can provide a springboard for a discussion of the reading matter:

1. Did Negroes encounter prejudice and discrimination in the West? Explain.

2. What was there about the West that permitted some Negroes to excel in what they did?

3. Why has some of the information in this selection not been incorporated into textbooks, films, and television programs?

Reading Selection #1

[Negroes] As Cowboys for Ab Blocker, Trail Boss

How the cowboys operated depended in part on the cattle they drove. The commonest kind on long drives was the beef herd, all steers, headed for market or for the northern ranges. A beef herd traveled comparatively fast, sometimes as much as fifteen miles a day, although no trail boss wanted to push his cattle so fast that they lost weight on the trail. A A "wet herd," made up entirely of cows, traveled more slowly. It started as early in the spring as possible and grazed slowly up the trail, dropping calves almost every day. On comparatively short drives, one cowboy drove a calf wagon to carry the newborn, letting the calves out at night to join their mothers.

With mixed herds that traveled faster, it was frequently impossible to save the calves. Ed Nichols described how Ab Blocker, one of the most famous of the trail bosses, handled the problem: "A big six-foot Negro named Frank was known as Blocker's roper. He didn't work with the herd at night like the rest of the boys; he just did the roping. When they rounded up cattle to start on the trail there was generally a number of young calves. These were too young to travel and if there was no one to give them to, Frank shot them and with the help of the other men drove the mothers off. When night come it was his job to rope and hobble these cows to keep them from going back. He had four good roping horses and was the best hand with a rope I ever saw."

Ab Blocker hired large numbers of Negro cowboys. One old trail driver remembered sitting in Doan's store in 1879, some years after most drivers had abandoned the Chisholm Trail and had begun to use the Western Trail that led to Dodge City. . . . As he sat there in the little adobe store, "someone struck up a lively air on a French harp and the door opened and in sailed a hat followed closely by a big black fellow who commenced to dance. It was one of Ab Blocker's [Negroes] who had been sent up for the mail, giving first notice of the herd's arrival." [One writer] wrote that his interest in old-time trail and range cooks began the day that Ab Blocker's Negro cook Gordon Davis rode into Dodge City mounted on his left wheel ox, fiddle in hand, playing "Buffalo Girls, Can't You Come Out Tonight?"

Blocker himself owed his dignity, if not his life, to his Negro roper Frank. A visitor to Blocker's camp wrote of arriving just as the outfit was nooning on the trail, with the chuck wagon stopped and coffee hot. Frank rode into camp, threw the bridle reins over his horse's head and climbed off to get a cup of coffee. Just then Ab Blocker, who had walked away from the camp, yelled for help. Frank looked up and saw Ab running with a steer after him. Frank "threw down his cup, ran to his horse, tossed the bridle over its head and jumped in the saddle. It was the quickest, prettiest thing I nearly ever saw. He turned his horse toward the steer, stuck spurs to him and began doing his rope as it ran. He made a loop not much bigger than the steer's horns was wide. The steer had tucked its head to hook Ab when Frank rode up behind it, whirled the rope around his head one time, and hollered, "Hold on, boss, don't go no fu'ther." He threw the rope over the steer's horns, the horse sat down and the steer changed ends. His tail was almost touching Ab.

Reading Selection #2

Negro Bronco-Busters

It is not surprising that the first running of the Kentucky Derby--at famous Churchill Downs in 1875--should have been won by a Negro jockey. Not surprising because of the fourteen horses entered, thirteen were ridden by Negroes.

From the first running until 1902, Negroes won eleven of the Derbies. . . . It is also not surprising that Negroes were good horsemen. In the South they were traditionally associated with horsemen, working as stableboys, trainers and jockeys. And they did more riding that most men in the North. Because the sticky clay of the South, until modern times, prevented the building of good roads, all men rode horseback. During the Civil War, white Southerners proved their horsemanship in the cavalry; after the Civil War, both white Southerners and Negroes showed their skill in the cavalry and on race tracks and open ranges.

When Texans began driving their longhorns to market they needed good horses--forty, fifty or even a hundred for each drive. When they went out to the open range to round up wild longhorns, they also searched for wild mustangs. The drives to market required more horses than were ordinarily available. And horses, during the first seven years of the cattle drives, were more valuable than cattle. . . .

Once caught, a wild mustang had to be broken, and here again the Negro cowboys acquired a reputation as bronco busters. Emerson Hough, one of the first to write on the American cowboy, reported, "Some of the early Southern busters were Negroes and very good breakers they made. . . ."

Men like these were common in Texas, but a Negro bronco buster and horse trader in Corning, Iowa was a conspicuous and romantic figure. For the small white boys of the community, he provided excitement and thrills. And to one of them he offered a chance to go West and become a cowboy. The boy was Hubert Collins, the younger son of the local Methodist minister. His older brother had already gone to the cattle country, where he was part owner of the Red Fork Ranch on the Cimarron River. Hubert plagued his parents to let him join his brother, and they finally gave in to his insistence. But they stipulated that he must be accompanied by an older person.

The man who agreed to take him was Jim Owsley, whom Hubert Collins later remembered as a tall, handsome, broad-shouldered Negro. "Jim's business," Collins wrote, "was that of horse trader, dealing in half-wild mustangs from the prairies of Texas. Each season he traveled by rail to Caldwell, Kansas, took the Chisholm Trail there and rode into the Lone Star State for his stock in trade. Driving them up the trail to Caldwell he would ship them there by rail into Corning. My playmates of those days must recall Jim and his herds. They combined to make excitement for us as they tore along our streets to the railroad cattle corrals, with a roar of hoofs mingled with yells of men and squeals of frightened beasts, all hidden in a cloud of dust. I knew Jim, and had him enshrined as one of my heroes, and was therefore pleased when father asked him to take me on his next trip down the trail and leave me at Red Fork. He consented, and I lost no time in acquainting all my chums of my good fortune. I became the hero of the day within my circle. . . ."

Not all Negro bronco busters were as successful as [the ones mentioned here]. One who was not was reported by a man, named Cole. . . . When the ranch owner acquired two new horses, he turned them over for breaking to Cole and a Negro cowboy. "I roped one," said Cole, "he was a big sorrel. A Negro he roped the other, a barrel-built dun. When we saddled up, my sorrel didn't do a thing but stand as if he had been saddled every day for a year. The dun he pitched all over the pen with the saddle. The Negro was afraid to ride him and so we swapped. Well, sir, the sorrel horse nearly killed the Negro, and the dun never even humped his back after I got him."

Reading Selection #3

Negro-White Relations

Henry Hilton [Negro] . . . owned a ranch and ran a small herd of cattle near Dodge. One day as he rode into town with a bunch of white cowboys, they began to torment him. When one of them tried to lasso him, Hilton warned them that he would not stand for any hazing, even "if he was a [Negro]." When another cowboy persisted, throwing a loop and almost pulling Hilton off his horse, the Negro drew his gun and killed him. About half the cowboys, according to one citizen of Didge, believed that Hilton "was justifiable in killing the man; it was self-defense. . . ."

Hilton fought and killed for his dignity as a man, refusing to be roughed up merely because he was a Negro. Others found champions in their white friends. Like the cook who was freed from the Abilene jail, they could expect their friends to stand up for them. One walked down a Dodge street with Bill Sparks, a white cowboy who had ridden with him up the trail from Texas. They were stopped by a drunk "who began to abuse the Negro for no apparent reason other than he appeared to be colored." Not wanting trouble, the Negro did nothing, but Sparks took up the quarrel and fought and won a fight with the drunk. No sooner was that fight finished than Sparks was accosted by a middle-aged cattleman who berated him for siding with a [Negro]. When Sparks defended himself and his friend for a second time, the cattleman knocked Sparks out. . . . After he came to, Sparks got a coupling pin and [knocked out] the cowman. . . .

* * *

The whites were easily insulted. One Negro was plowing a field when Jack Helms, the white cowboy sheriff of DeWitt County, went riding by. The Negro left off plowing, climbed the rail fence and began to whistle "Yankee Doodle" as Helms passed. Helms drew his . . . Colt and shot the Negro between the eyes. Then Helms rode on, and the Negro's body lay where it fell until only the bones remained. Other Negroes fell victim to outlaws like John Wesley Hardin who was proud of his reputation as a "[Negro] killer." Still others were murdered by Sam Grant, a hired gun who killed white men as well as black. One white man he wounded and nearly killed was Charlie Siringo, the early cowboy writer. Only the timely intervention of Lige, a Negro cowboy . . . saved his life. Racial warfare persisted (in Texas) far into the twentieth century. Many Negroes died, and frequently those who lived survived only by fighting or by becoming respectful Uncle Toms. All Negroes suffered in some degree from social, economic and legal sanctions.

Upon Negro cowboys, however, these sanctions fell less heavily than upon many other Negroes, for as cowboys they held a well-defined place in an early established social and economic (group). A cattle outfit was an almost feudal organization with a chief who demanded and got personal loyalty. His men . . . were organized with military precision with foremen . . . and top hands. . . . In such a unit, tightly organized . . . the Negro cowboy was welcomed as a hand or even as a top hand, though rarely as a foreman. . . .

During the months on the trail a close relationship was built up among all members of the crew--among the cowboys, the boss, the cook, and the wrangler--that was little affected by differences of race and color. It would, of course, be ridiculous to say that there was no discrimination when men of different races worked together, particularly when most of them were Texans during the bitterness of Reconstruction and post-Reconstruction. But the demands of their job made them transcend much of their prejudice.

On a drive, a cowboy's ability to do his work, to handle his share and a little extra, was far more important than his color. To be a good cowboy, one needed first of all to be a good man, for a wild longhorn had no more respect for a white Texan than for a Negro.

Source: Durham, Philip and Jones, Everett, L. The Negro Cowboys. New York: Dodd, Mead and Company, 1965, pp. 23-24, 38-40, 43-44, 172-175, 161-164. Used with permission.

Suggested Activities for Readings on "Negro Cowboys"

1. Assign further readings in the book entitled The Negro Cowboys by Philip Durham and Everett L. Jones. When students report their findings, the teacher should stress the fact that many Negroes had a hand in the development of the West and that the roles they played ran the gamut from scout to cowpuncher to farmer.

2. Discuss with the class the role which the Western, or frontier, environment played in lessening the weight of discrimination against the Negro.

3. Draw parallels from the present-day scene which point up the likelihood that one region's persecuted minority may be accepted on an equal basis in a different region. For example, the Mexican-American in the Southwest is a member of a minority group which suffers from discrimination in that region. In the Northeast, a Mexican-American might be accepted with less bias.

4. Explore with the class the possible reasons for the omission of Negro people in most popular accounts of the development of the West. Was this omission conscious, and, if so, why did it happen? Can a lesson be learned about the depiction of the Indian role or the Mexican role in our textbooks and storybooks?

5. Students should be encouraged to look for, and to applaud, efforts to portray Negroes as people who had a real part to play in the growth of this country. Television programs which utilize Negro talent, or which give proper focus to Negro contributions, should be noted and seen.

6. For class reading, try Nat Love's The Life and Adventures of Nat Love, Better Known in the Cattle Country as "Deadwood Dick," by Himself. Los Angeles: Wayside Press, 1907

Note to the Teacher

The series of lessons on "The Development of the West," including the material on motives for going west, "The People of the West," and "The Indian: Clash of Cultures" are taken from materials developed by the Committee on the Study of History, the Amherst Project, Amherst, Massachusetts. Taken from the same materials, also, are the lessons on "American Negro Slavery in the Nineteenth Century: Materials and Approaches" as well as "The Role of the Negro in the Development of the American West."

Some Learning Materials

Theme D — How America Grew in a Changing Political Climate

Selected Bibliography for Students

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
N	American Heritage Magazine	The California Gold Rush	Harper	1961	6-
B	Bontemps, Arna	Frederick Douglass; Slave-Fighter-Freeman	Knopf	1959	5-8
F	Burchard, Peter	Jed: The Story of a Yankee Soldier and a Southern Boy	Coward	1960	5-9
B	Daugherty,James	Marcus and Narcissa Whitman: Pioneers of Oregon	Viking	1953	6-9
B	Felton,Harold W.	Jim Beckwourth, Negro Mountain Man	Dodd	1966	6-
F	Johnson,Annabel	Torrie	Harper	1960	7-
N	McCarthy,Agnes	Worth Fighting For	Doubleday	1965	6-
N	Miers,Earl	Wild and Woolly West	Rand	1964	5-8
F	Richter,Conrad	The Light in the Forest	Knopf	1953	HS
B	Sandburg,Carl	Abe Lincoln Grows Up	Harcourt	1931	7-9

Audio-Visual Materials

16mm. Sound Motion Picture Films

ITEM NO.	TITLE
* 272.82	Harriet Tubman and the Underground Railroad Parts I and II
322.02	Inventions in America's Growth (1750 - 1850)
322.04	Inventions in America's Growth (1850 - 1910)
* 353.75	Abraham Lincoln - A Background Study
* 583.085	Sunset at Appomatox
* 657.241	Westward Movement - Part I Northwest Ordinance
* 657.243	Westward Movement - Part II - Louisiana
* 657.246	Westward Movement - Part III - Great Plains
* Listing Pending	Westward Movement - Part V - Gold Rush

* Available through Central Loan Collection

Filmstrips

ITEM NO.	TITLE
48870	Leading American Negro Series
47000	Growth of the United States (set of 6 filmstrips)

Recordings

ITEM NO.	TITLE
8593	The Civil War

Transparencies

ITEM NO.	TITLE
9023	Territorial Growth of U. S. from 1819
9023.1	Territorial Growth of U. S. to 1819

Suggested Learning Activities

Theme E — How American Democracy Changed In Response to the Needs of the Twentieth Century

SPECIAL NOTE TO SUPERVISORS AND TEACHERS (1982 REPRINT):

Theme E, How American Democracy Changed In Response To The Needs Of The Twentieth Century, is now included in the curriculum for Grade 8, Urban Growth: Citizenship In A Changing Society. While the two documents have much in common, there is a difference in emphasis, and teachers would be well advised to utilize both in developing teaching strategies.

Introduction

The suggested learning activities illustrate some of the adjustments that our people made to an increasingly industrial economy. The activities also deal with the stresses and strains that led to changes in the American conception of democracy.

The material in this theme is closely related to the present-day American scene. Constant references to this scene are not only inescapable but also advisable. In discussing America past mid-century, one will inevitably be discussing urban America. Thus, in dealing with the material of Theme E, we are laying the groundwork for Grade 8 with its focus on urban studies.

It is hoped that the teacher will employ a variety of methods in seeking to make the material come alive and help the student to organize his activities around large, inclusive topics.

The Growth of Labor Unions

Emphases

The causes of the economic and social woes of industrialization can be analyzed through the use of social science methods.
Organized labor has grown in size, membership, power, influence, and responsibility.
Legislation regulating union activity has been a boon as well as a limitation to organized labor.
Economic justice is closely related to social justice.
For some groups in America, there remains a great deal to be done before economic equality is reached.

Approaches and Activities

Have the class dramatize a 19th century sweatshop using the CBS "You Are There" technique. Have the correspondent interview the factory owner, workers, wives and children. Have the class compare conditions then and now.

Hold a "Meet the Press" interview (pre-planned) with a great labor leader. Among the leaders who might be considered for such an interview are Gompers, Debs, Meany, Powderly, Murray, Lewis, and Reuther. Focus questions on a particular area of interest.

Show the ILGWU film "With These Hands." Use this film to introduce the growth of unions. Follow up with a special issue of a labor convention newspaper or a history of labor unions.

A series of incidents are dramatized by the class: e.g., a man is fired by his employer for union activity; a union calls for a strike; a qualified person applies for a position and is denied it because he is not a union member. Have the class discuss the law which might govern in each case.

Prepare a chart or make a series of drawings showing the characteristics of a "good" union and a "bad" union.

Tell students to pretend that they are reporters assigned to write stories for the following headlines:

WORKERS DEMAND GUARANTEED ANNUAL WAGE
GOMPERS HAILS CLAYTON ACT AS MAGNA CARTA OF LABOR
LABOR LEADERS DEMAND TAFT-HARTLEY CHANGES

Have the pupils prepare a "Then and Now" chart for any industry and make a comparison using the following headings:

	1900	1940	1966
Wages			
Hours			
Working Conditions			
Health Plans			
Vacations			
Employment of women and children			

Show the Encyclopedia-Britannica film "Industrial Revolution Changes American Life (1865-1900)." Use the film as an introduction to the impact of mechanization on American life.

Prepare a news display about a current labor dispute. Show the causes of the dispute, the opinions of both sides, and how it was settled. The teacher is advised to refer to, and adapt materials from, "The Coal Kings Come to Judgment," by Robert L. Reynolds, American Heritage, April, 1960.

Imagine that a man from Puerto Rico visits your classroom. He is interested in gaining knowledge about working conditions in your city. Have students describe such conditions in a typical manufacturing plant in New York City (printing, dress factory, electronics). Students should be able to obtain the necessary information from relatives and neighbors.

Plan a trip to a union headquarters or an industrial plant. Students should prepare questions to which they seek answers before each trip. Such a trip could be followed up by a panel discussion on what unions do for their members or a dramatization on the effects of labor saving machinery.

Suggested Trips for the Class:

International Ladies' Garment Workers Union
1710 Broadway
New York City

Consolidated Edison
11 Irving Place
New York City

Pepsi-Cola Co.
East River Plant
45-02 - 5 St.
Long Island City, N.Y.

Suggested Films

"Industrial Revolution - Changes in American Life (1865-1900) "- Encyclopedia Britannica

"With These Hands," -International Ladies' Garment Workers Union (ILGWU)

Suggested Filmstrips

44710.14	The Clothing Factory A visit to a NYC clothing factory, showing the various activities being carried on by all the people involved in manufacturing clothes
49570.1	Our Country, Its Resources and Its Workers
49660	Machine Age Comes To America Describes the growth of the U.S. as a result of the Industrial Revolution
57000.12	The Railroad in Transportation Review of the development of railroad transportation and the people concerned
51580.14	Labor Meaning of management, labor, salary, wage; family tree of unions; labor legislation; efforts to secure labor in era of automation
51580.15	The Role of Government Government controls to assure competition; protect labor and consumer
55580.1	Postwar Transition Transition from wartime economy characterized by inflation, labor unrest, and need for housing

UNDERSTANDINGS	CONCEPTS
Organized labor has thrived in a basically capitalist economy be-our form of government en-courages free association.	People are more likely to gain just and equal rights in a democracy than under other forms of government. (P. S.)
In cases where the membership has relinquished its responsibilty in union matters, unhealthy elements have filled the vacuum.	Expansion of a movement makes it more susceptible to incursions by unacceptable elements of a society. (A -S)
Popular attitudes towards organized labor have undergone significant change.	The progress of democratic society depends on a willingness to accept social change.
Having attained general acceptance, American unions today are assuming an increasing concern with the broader problems of human welfare.	Group living requires cooperation within and between groups. (A-S)
Organized labor has worked with management to solve problems occasioned by the complex nature of our industrial economy.	Progress occurs as people meet the problems resulting from change with varying degrees of success. (H)

How Americans Have Changed Their Ideas About Human Rights

Emphases

Minority groups in the United States have waged a constant struggle to achieve full equality.

Government, especially on the federal level, has played an important part in helping citizens to attain this equal status.

Minority groups have used and are using a variety of methods to achieve their goal of full equality.

Throughout our history, many members of the majority have extended help to minorities which were seeking justice, fair play, and equality of opportunity.

Much remains to be done in the economic, social, political, and personal liberty areas before full equality of all races, religions, and ethnic groups is attained in the United States.

Approaches and Activities

Show a multi-racial scene depicting a crowd of many people. Ask the class, "What difficulties would these people face in living together?" "What needs would they have as individuals?" (See Urban Education Series, The John Day Co., N.Y. 1965, for excellent pictorial material.)

Show films like "Angel of Mercy" or "Flag of Humanity." Ask the class to prepare biographies of women who have helped others. (Barton, Anthony, Willard, Booth, Addams, Tubman, Wald, Szold, etc.)

Have students prepare a bulletin board display of the customs and activities of different ethnic groups in New York City. (See the Urban Education Series, "This is New York.") Have students give talks on the activities shown, e.g., The Chinese New Year, feast days, dances, and athletic festivals.

Invite a parent of one of the children to speak to the class about changes which have come about in the life of his or her national, racial or religious group in the last decade.

Refer to the article "The Birth of Jim Crow," American Heritage, April, 1964. Rexograph and distribute appropriate excerpts for class discussion. Compare the views of conservative Negroes represented by Booker T. Washington versus those of more militant Negroes (W.E.B.DuBois). Conduct an evaluative lesson in the light of the present state of civil rights regarding the relative merits of each of the two factions.

Students can attempt to look at the problem of discrimination by unions. They may wish to investigate the charges and countercharges made in connection with the New York City building trades unions. At the same time, they can become familiar with the work of the New York City Human Rights Commission which is involved in this situation.

Suggest that students question elderly relatives and neighbors as to how they expect to obtain income when they are too old to work. Students should also find out what provisions are being made for the medical care of the elderly.

Discuss the meaning of "human relations." Ask students to assess the human relations program in their own school. Assign one committee to develop a plan for improving human relations in the class, the grade, and the school. Assign another to develop a plan for building good school-community relations.

Invite speakers from various social service organizations to show students how groups make up society. Some organizations to be considered are:

HARYOU-ACT, 180 West 135th St., N.Y.C.
JOIN - H.H. Lehman Center, 174 E. 104th St., N.Y.C.
ASPIRA - 296 - Fifth Avenue, N.Y.C.
Peace Corps - 806 Connecticut Ave., N.W., Washington, D.C.

A summary lesson could utilize current affairs to answer the question "How are our major cities meeting the challenges in education, health, welfare, labor, and civil rights?"

Suggested Films

Angel of Mercy
Flag of Humanity
Profiles in Courage Series

a. Frederick Douglass
b. Louis D. Brandeis

It Takes Everybody to Build This Land

Suggested Filmstrips

45900	Famous American Women
48850.17	George Washington Carver
47500	How Foreigners Became Citizens
45900.17	Jane Addams: Helper of the Poor and Wretched
49570	Living Together in the United States
63120.1	Education and the Teacher (Details aspects of school life. Emphasis is placed on the presentation of the multiple aspects of a rounded education. Activities, values, and objectives of the teacher are presented.)
63120.17	Social Services and Social Workers (The background and the need for social and financial assistance is shown and the work of the case workers is treated.)
51580.1	Freedom and Responsibility (What youth wants: abundance, freedom to choose a career, opportunity to work, care for the family, respect for the economic rights of others; relation of the economic to political freedom)
55580.14	Kennedy's New Frontier (Youngest and first Catholic President; conflict with Congress, Peace Corps, Medicare, urban development, steel crisis, assassination)

Suggested Pictures

Urban Education Series, New York: The John Day Company, 1965

UNDERSTANDINGS	CONCEPTS
City, state and federal legislation has been passed to help minority groups enjoy the rights of all Americans.	Democratic governments provide protection for the rights of individuals and minority groups. (P.S.)
All minority groups have made worthwhile contributions to American culture.	Cultural contributions are not the monopoly of any ethnic group. (A-S)
Minority groups have used education as a means for advancement.	All persons have the right to an education that will insure maximum development and fulfillment. (C.L.)
The history of the United States has been marred by racism.	Racism results from attributing hereditary superiorities or inferiorities to particular ethnic groups. (A-S)
Through a variety of means, most minority groups have improved their status in the United States.	In democracies, individuals and groups try to achieve their objectives by means of the ballot, political parties, pressure groups, and the mass media. (P.S.)

How the Machine Age Affected National Progress

Emphases

Big business has responsibilities as well as rights in a democracy.

The story of big business in the United States is the story of increasing government regulation.

The Progressive periods were responsible for making big business more responsive to the needs of the common man.

The original problems that big business presented to the American people have not been entirely solved but have given rise to such movements as conservation, for example.

Approaches and Activities

Students can investigate one of the following industries in an intensive manner. For comparative purposes, they can deal with a second industry less intensively.

Industries: Textile machinery; steam and electric power; steel; oil; chemicals; and food processing

Transportation: Locomotives (steam, diesel, electric); automobiles, trucks, and buses; ships (steam, diesel, atomic); and airplanes (jets)

Agriculture: Farm machinery, scientific farming

Communication: Telegraph, telephone, cable, radio, television, printing, office machines

Atomic Energy: National defense; industrial and scientific uses

In connection with the steel industry, students can refer to the following sources:

Autobiography of Andrew Carnegie

"Epitaph For the Steel Master," by R. L. Heilbroner, American Heritage, August, 1960

"The Works Are Not Worth One Drop of Human Blood" by R. L. Reynolds, American Heritage, August, 1960

In connection with the oil industry, students can make use of the following sources:

Excerpt. William Warden, Cleveland, Ohio trustee, Standard Oil Co., 1886

Henry Demarest Lloyd, Atlantic Monthly, 1881

Random Reminiscences of Men and Events by J. D. Rockefeller

"The Grand Acquisitor," by R. L. Heilbroner, American Heritage, December, 1964

"A Set of Mere Money-Getters," by A. Nevins, American Heritage, June, 1963

Letter. C.F. Adams, Jr.

Walter Lippmann on businessmen

Woodrow Wilson on business combinations

G. W. Perkins on big business

"The Millionaire Reformer," by J.A. Garraty, American Heritage, February, 1962

The following developmental lesson may be used to develop an understanding of the role of business during times of stress. It can apply to any period beginning with the Civil War.

Topic: The_____War and Its Effects Upon Business in the United States

Aims:

1. To show the effects of war upon business
2. To assist students in understanding how government is dependent upon private industrial production during wartime
3. To encourage students to think critically about the relationship of government to business, especially during wartime periods

Motivation:

What do you think of the charge made by some people that certain businessmen would just as soon see wars go on as have them stopped because of the profits made by business during wartime?

Development:

1. Why do the needs of the federal government increase during wartime?
2. Why is the U.S.A. in a position to satisfy these increased needs? (Refer to a national resources map of the U.S.A.)
3. How does the need for these materials affect prices? (Refer to the following quotation:

   "When battling to keep down N.Y. food prices in 1917, he (George W. Perkins, on the Board of Directors of the U.S. Steel Corp., J.P. Morgan Investment Co.) discovered that there was a great run of smelts on the Pacific Coast and bought over 100,000 pounds at four cents a pound. These he shipped to New York and sold to retailers at four and a half cents a pound, on condition that they sell them to the public for not more than six. At that moment Atlantic Coast smelts were selling at about eighteen cents a pound." "The Millionaire Reformer," by J.A. Garraty, American Heritage, February, 1962

4. What steps can a government take to protect its citizens against rising prices and short supplies?

Summary:

With which one of the following two statements do you agree? Why?

1. "Wars are necessary in order to stimulate business."
2. "Business can thrive under normal conditions."

Application:

Have students find out what government controls were used during the following periods: Civil War; World War I; World War II; Korean War; and the Vietnam conflict.

The following lesson demonstrates the use of primary source materials in an evaluation of the titans of industry. The primary materials should be duplicated for student use.

Topic:

The American Industrialist: Creator or Destroyer?

Aims:

1. To help students to arrive at a sound conclusion through the use of primary source materials
2. To enable students more fully to understand the lives of industrialists and their role in the development of the U.S.A.
3. To develop in students the habit of suspending judgment until facts are thoroughly weighed

Motivation:

Some people have seen the great American industrialists as destroyers of American life. Others have regarded them as creators of a better life for all. After reading the following materials, what do you think of these industrial leaders?

Documents and Data

1. "The public be damned. Lord, haven't I the power?"
   Cornelius Vanderbilt, 1870's

2. "The rights and interests of laboring man will be protected and cared for not by the labor agitators, but by the Christian men to whom God in His infinite wisdom has given the control of property interests of the country, and upon the successful management of which so much depends."
   Letter. George F. Baer to W.F. Clark, July 17, 1902

3. "The business of America is business."
   Calvin Coolidge, 1920's

1. John D. Rockefeller set up the following:
   a. General Education Board which pioneered in the educational, social, and medical development of our South
   b. Rockefeller Institute for medical research, famous for its campaign against yellow fever
   c. Rockefeller Foundation with far-ranging interests in the promotion of research. $138 million endowment by 1919

2. "His extraordinary freshness of spirit easily carried Arnold, Herbert Spencer, myself and afterwards many others, high over an occasional crudity or haste in judgment such as befalls the best of us in ardent hours. People with a genius for picking up pins made as much as they liked of this...."
   Lord Morley on Andrew Carnegie

4. "We have met with success unparalleled in commercial history (referring to the success of the Standard Oil Co.). Our name is known all over the world, and our public character is not one to be envied. We are quoted as representative of all that is evil, hard-hearted, oppressive, cruel (we think justly), but men look askance at us. We are pointed at with contempt and while some good men flatter us, it's only for our money... This is not pleasant to write, for I had longed for an honored position in commercial life. None of us would choose such a reputation; we all desire a place in the honor and affection of honorable men."
Excerpt. Letter. William Warden, Cleveland Ohio trustee, Standard Oil Co. 1886

5. "The family that uses a gallon of kerosene a day pays a yearly tribute to the Standard of $32... America has the proud satisfaction of having furnished the world with the greatest, wisest, and meanest monopoly known to history."
Henry Demarest Lloyd, writing in the Atlantic Monthly, 1881 and commenting upon the Standard Oil Co.

6. "You know that great prejudice exists against all successful business enterprise - the more successful, the greater the prejudice."
John Davidson Rockefeller, Sr., writing to a university president in the early 1900's

3. "My father...had been one of the fine pioneers in Dunfermline (Scotland) who combined and gave access to their few books to their less fortunate neighbors. I had followed in his footsteps by giving my native town a library...It was followed by giving a public library and hall to Allegheny City (Pennsylvania), our first home in America... Soon after this, Pittsburgh asked for a library, which was given. This developed, in due course, into a group of buildings embracing a museum, a picture gallery, technical schools (Carnegie Institute of Technology), and the Margaret Morrison School for Young Women."
Andrew Carnegie-Autobiography

4. Internationalism is championed by "the bigger industrialists and bankers in the big cities, the businessmen who have had a wider experience at home and abroad."
Walter Lippmann on businessmen, as quoted in Allan Nevins' "A Set of Mere Money-getters?" American Heritage, June, 1963

5. Examples of "Big Business" philanthropy:
   a. Carnegie-Hague World Court and Carnegie Foundation For International Peace (Holland and the U.S., respectively).
   b. John D. Rockefeller - New Bodleian Library (England) and Rheims Cathedral (France)
   c. J. P. Morgan-Financier to England and Francae, W. W. I
   d. Henry Ford-Establishment of huge manufacturing plants in Windsor, Ontario, Canada, and in Dagenham, England as well as lesser factories in France and Germany

7. In the 1800's, Standard Oil Company was the largest and richest of all American manufacturing organizations, having 85% of a business which took the output of 20,000 wells and employing 100,000 people. This business was built before the automobile and depended mainly upon the kerosene lamp.

8. "As I approach the end, I am more than a little puzzled to account for the instances I have seen of business success - money-getting. It comes from a rather low instinct. Certainly, as far as my observation goes, it is rarely met in combination with the finer or more interesting traits of good character. I have known, and known tolerably well, a good many 'successful' men - 'big' financially - men famous during the last half century (about 1865-1915); and a less interesting crowd I do not care to encounter. Not one that I have ever known would I care to meet again, either in this world or in the next; nor is one of them associated in my mind with the idea of humor, thought, or refinement. A set of mere money-getters and traders, they were essentially unattractive and uninteresting."
Letter. Charles Francis Adams, Jr.

9. "The greediest little gentlemen ever created... When an associate jubilantly cabled: 'No.8 furnace broke all records today,' Carnegie coldy replied, "What were the other furnaces doing?"
From "Epitaph for the Steel Master," by Robert L. Heilbroner, American Heritage, August, 1960

10. "The Grand Acquisitor," Bobert L. Heilbroner, American Heritage, December, 1964

11. "The Coal Kings Come to Judgment," Robert L. Reynolds, American Heritage, April, 1960

6. "Many of them (the 'big' industrialists) saw further in advance of their time than Charles Francis Adams, Jr. did or than their critics ever peered."
"A Set of Mere Money-getters?" by Allan Nevins, American Heritage, June, 1963

7. "Thirty-three and an income of $50,000 per annum! By this time in two years I can so arrange all my business as to secure at least $50,000 per annum. Beyond this never earn - make no effort to increase fortune, but spend the surplus each year to benevolent purposes. Cast aside business forever, except for others."
Andrew Carnegie, Autobiography

8. "How very little the millionaire has beyond the peasant, and how very often his additions tend not to happiness but to misery."
Carnegie, returning in 1879, from a trip to India

9. "The Works are Not Worth One Drop of Human Blood", Robert L. Reynolds, American Heritage, August, 1960

10. "When battling to keep down New York food prices in 1917, he (George W. Perkins) discovered that there was a great run of smelts on the Pacific Coast and bought over 100,000 pounds at four cents a pound. These he shipped to New York and sold to retailers at four and a half cents, on condition that they sell them to public for not more than six. At that moment, Atlantic Coast smelts were selling at about eighteen cents a pound."
"The Millionaire Reformer", John H. Garraty, American Heritage, February, 1962

11. "These organizations are right from the viewpoint of modern ethics, just as I am sure they are necessary from the viewpoint of modern economics."
George W. Perkins, quoted in "The Millionaire Reformer," John A. Garraty, American Heritage, 1962

12. "When I was but seventeen or eighteen I was elected as a trustee in the church. It was a mission branch, and occasionally I had to hear members who belonged to the main body speak of the mission as though it were not quite as good as the big mother church. This strengthened our resolve to show them that we could paddle our own canoe.

"Our first church was not a very grand affair, and there was a mortgage of $2,000 on it which had been a dispiriting influence for years. The holder of the mortgage had long demanded that he should be paid, but somehow even the interest was barely kept up..... The matter came to a head one Sunday morning, when the minister announced from the pulpit that the $2,000 would have to be raised, or we should lose our church building. I therefore found myself at the door of the church as the congregation came and went. As each member came by, I buttonholed him, and got him to promise to give something toward extinguishing that debt. I pleaded and urged, and almost threatened. As each one promised, I put his name and the amount down in my little book, and continued to solicit from every possible subscriber. The campaign for raising money which started that morning after church, lasted for several months. It was a great undertaking to raise such a sum of money in small amounts ranging from a few cents to the more magnificent promise of gifts to be paid at the rate of twenty-five or fifty cents a week. The plan absorbed me. I contributed what I could, and my first ambition to earn more money was aroused by this and similar undertakings in

12. "The politics of the future must so frame our laws as to permit cooperative effort....conducted under proper regulation and control."
Perkins, December, 1919 lecture, Columbia University

which I was constantly engaged. But at last the $2,000 was all in hand."
John D. Rockefeller. Random Reminiscences of Men and Events, 1933

13. "These gentlemen say that these big combinations are necessary for economy and efficiency. The only answer I can think of that meets the suggestion is: Rats! Go tell all that to the Marines."
Woodrow Wilson on "Big Business"

13. "If I had built a hospital or endowed a library with the money I spent, many people should have risen up and called me blessed.... I prefer to spend what money I am able on advancing measures that I believe are thoroughly in the public interest, and I intend to pursue this course."
Perkins, December, 1919 lecture Columbia University

14. "This (The Homestead, Pennsylvania Carnegie Steel Company strike Summer, 1892) is the trial of my life. It is expecting too much of poor men to stand by and see their work taken by others.... The pain I suffer increases daily. The works are not worth one drop of human blood. I wish they had sunk."
Andrew Carnegie writing to British Prime Minister William Ewart Gladstone, Summer, 1892

15. "Kind master, tell us what you wish us to do and we shall do it for you."
Cable to Andrew Carnegie from one of the union's officer's during the Homestead strike

Follow-Up Activities:

These may include debates, creation of cartoons, role-playing, interviews, editorials, letters to the editor, monologues, diaries, etc.

UNDERSTANDINGS	CONCEPTS
The growth of Big Business was not always paralleled by growth in the social and political spheres.	Change at variance with desired goals has also taken place. (H)
The American Government has attempted at various times and ways to attenuate the impact of tremendous change upon our people.	Civilizations develop as people successfully meet problems arising from change. (H)
Business requirements of natural resources threaten to outstrip supplies.	People have always used the earth's resources for living. (G)
The technological revolution has created population, logistical, and space problems which are new and unique in human experience.	People must reexamine their geographic environment in light of their changing attitudes, objectives, and technical skills. (G)
Responsible private enterprise has sought to conserve natural resources, develop capital resources, and nurture human resources in the United States.	Producers use human, natural, and capital resources to make goods and services. (E)
The profit motive and the laws of supply and demand have not always guaranteed socially useful production in the United States.	In order to make a profit, busines people tend to produce those products consumers desire most. Producers try to keep their costs of production down and their profits up. (E)

Evaluative Suggestions

Cognitive Learnings

Knowledge

A complex of geographic, political, social, and economic factors have affected the development of the American nation from the very beginning to the present day.

The democratic concept has evolved from a simple political one to include all phases of life.

The history of the United States is the story of an ever greater realization of the democratic concept in every sphere - economic, social, political, and ethnic.

Americans have modified their natural environment and utilized the fruits of technology in a multitude of ways in order both to survive and to prosper.

The American people have had to make innumerable and far-reaching adjustments in attempting to solve the complex problems resulting from urbanization, technological development, mass movements of people, and major changes over the years on the world scene.

The concepts and methods of the various social sciences can be used to help us understand the problems confronting us and to search for needed solutions.

Since democracy is an unfinished business by its very nature, Americans of today and tomorrow have a tremendous task to fulfill.

The relationship between Negroes and whites has been and remains an overwhelmingly important fact in the life of our people.

Skills

Students acquire skill in detecting evidence of propaganda.

Students learn how to make generalizations in a sound way.

Students know how to carry out case studies.

Students acquire skill in using The Readers' Guide to Periodical Literature.

Students develop their critical thinking about events and dates.

Students develop in their ability to withhold judgment until facts are known.

Students discover how to differentiate fact from opinion.

Affective Learnings

Attitudes and Appreciations

Students understand the importance of accepting and planning for change.

Students acquire a greater understanding of and devotion to the democratic value system with its emphasis upon the dignity of the individual, the protection of minorities, and the idea of majority rule.

Pride on the part of students in the American heritage, its moral and intellectual achievements, has been heightened.

Students realize that democracy requires participation by all for its fulfillment.

Some Learning Materials

Theme E — How American Democracy Changed In Response to the Needs of the Twentieth Century

Selected Bibliography for Students

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
B	Cavanah, Frances	Triumphant Adventure: The Story of Franklin Delano Roosevelt	Rand	1964	7-9
B	Clayton, Ed	Martin Luther King: The Peaceful Warrior	Prentice	1964	4-6
F	Graham, Lorenz	South Town	Crowell	1959	6-
N	Lauber, Patricia	Dust Bowl	Coward	1958	5-8
B	Levine, I. E.	Young Man in the White House: John Fitzgerald Kennedy	Messner	1964	6-9
N	Shippen, Katherine	This Union Cause: The Growth of Organized Labor in America	Harper	1958	7-
F	Shotwell, Louisa	Roosevelt Grady	World	1963	4-7
F	Sterling, Dorothy	Mary Jane	Doubleday	1959	5-8
B	Sterling, Dorothy	Lucretia Mott, Gentle Warrior	Doubleday	1964	5-9
N	Van Doren, Charles	Growing Up in the Great Depression	Hill	1963	5-7

Audio-Visual Materials

16mm. Sound Motion Picture Films

ITEM NO.	TITLE
* 568.93	Story of an Immigrant
235.41	F.D.R. - Parts I and II
295.5	Cordell Hull: The Good Neighbor
497.307	Profiles in Courage: Woodrow Wilson
Listing Pending	The Truman Years
522.31	Theodore Roosevelt

*Available through Central Loan Collection

Filmstrips

ITEM NO.	TITLE
47280	A History of the United States (Set of 10 filmstrips) 5 filmstrips deal with Twentieth Century Problems - An Era of Industry - New Stature in a New Century - World War I and Its Effects - Depression, Recovery and World War II - The U. S. Faces the Future
43565	John F. Kennedy

Recordings

ITEM NO.	TITLE
8563.20	Adventures in Negro History

Transparencies

ITEM NO.	TITLE
9028.5	U. S. History Masters (30)

AMERICAN HISTORY: HISTORICAL DEVELOPMENT OF THE UNITED STATES. ITS GEOGRAPHIC AND POLITICAL SETTING

A General Selected Bibliography for Students

The titles listed below contain information that is applicable to more than one of the themes dealt with in Grade 7. Space does not permit the listing of all relevant titles. Fuller reference can be found in the Approved Library Lists.

N= Non-fiction F= Fiction B= Biography

CLASS	AUTHOR	TITLE	PUBLISHER	COPY-RIGHT	GRADE
N	Acheson, Patricia	Our Federal Government and How it Works	Dodd	1964	HS
N	American Heritage Magazine	American Indians	Random	1963	5-9
N	American Heritage Magazine	New Illustrated History of the United States 16v.	Dell	1963	4-
B	Beard, Annie	Our Foreign Born Citizens New rev. ed.	Crowell	1955	6-9
N	Bontemps, Arna	Story of the Negro	Knopf	1958	7-10
B	Cavanah, Frances ed.	We Came to America	Macrae	1954	7-
N	Coolidge, Olivia	Women's Rights: the Suffrage Movement in America, 1848-1920	Dutton	1966	7-10
N	Commager, Henry	Crusaders for Freedom	Doubleday	1962	7-10
N	Commager, Henry	The First Book of American History	Watts	1957	5-7
N	Coy, Harold	The Americans	Little	1958	6-9
N	Coy, Harold	First Book of Congress	Watts	1956	5-8
B	Daugherty, Sonia	Ten Brave Women	Lippincott	1953	5-8
N	Evans, Eva	Why We Live Where We Live	Little	1953	5-9
N	Hoffman, Edwin D.	Pathways to Freedom	Houghton	1964	HS
N	Hughes, Langston	First Book of Negroes	Watts	1952	4-6

N	Johnson, Gerald	The Presidency	Morrow	1962	6-
B	Kennedy, John	Profiles in Courage. Young reader ed.	Harper	1961	6-
N	Lauber, Patricia	Changing the Face of North America	Coward	1959	5-9
B	McNeer, May	Give Me Freedom	Abingdon	1964	5-7
N	McNeer, May	Profile of American History	Hammond	1964	5-7
N	Meadowcroft,Enid	Land of the Free	Crowell	1961	4-6
N	Meltzer, Milton	In Their Own Words: A History of the American Negro 1619-1865	Crowell	1964	7-
N	Morris, Richard	Voices from America' Past v. 1 The Colonies and the New Nations. v. 2 Backwards Democracy to World Power v. 3 The Twentieth Century	Dutton	1963	HS
N	Munves, James	A Short Illustrated History of the United States	Grosset	1965	7-
N	Ross, George	Know Your Government	Rand	1959	5-
N	Schechter, Betty	Peaceable Revolution	Houghton	1963	HS
N	Shippen, Katherine	Miracle in Motion	Harper	1955	7-9
N	Shippen, Katherine	Passage to America	Harper	1950	7-9
N	Sterling, Dorothy	Forever Free: The Story of the Emancipation Proclamation	Doubleday	1963	6-
B	Sterling, Dorothy	Lift Every Voice (Negro Leaders)	Doubleday	1965	5-
N	Tobias, John, ed.	The Adventure of America	Random	1962	5-9

Appendix A
Sources of Our Liberties

Sets of Sources of Our Liberties, a series of basic documents and commentary on the American government sponsored by the American Bar Association, have been provided for all libraries in junior, senior and vocational high schools. The eleven sets of documents have been purposely selected so that students will be able actually to handle and read the primary sources of our individual liberties.

Inquiries into history and into some of its sources can be an exciting adventure for our students. From original sources, they can gain an immediate sense of the character, custom and practices of past generations. The use of original documents, memoirs, diaries, letters, journals, etc., lends reality to historical events. The relating of sources to text and the comparing of professional judgments give the student an intimate awareness of the "making" of history by historians.

History is a methodology as well as a body of information. These developmental sequences are designed to help students, as they read and think more critically, to evaluate historical data. They will find themselves gaining insights into problems and events as they "relive" the lives of historical figures and thus establish historical relationships.

Earnest students, trying to solve an historical problem, search for clues or information to shed light on a troublesome or provocative situation. They sift evidence in an attempt to arrive at a sound conclusion. When these young "researchers" select facts and organize them in such a manner as to answer a question, prove a point or defend a position, their method becomes that which is used by professional historians and proves equally as satisfying and stimulating.

Using source documents, we hope to teach concepts from history and political science at the elementary and secondary levels. In studying, questioning and discussing the documents, students have an excellent opportunity to think inductively. They will be fortified with concepts which can then be related to the history of the United States and the growth of democratic government.

The program seeks to provide a deeper understanding of the sources of our liberties. With classroom time allotted on the basis of a depth approach to content, teachers may utilize a variety of teaching techniques based on the use of original sources. Problem-solving, the case study, decision-making, socio-drama, multi-media resources are some of the techniques and materials teachers may employ.

The series of basic documents and commentary on American government prepared by the American Bar Association consists of:

1. Magna Carta 1215
   Confirmatio Cartarum 1297

2. The Constitution of the United States 1787
   The First Ten Amendments 1791
   Later Amendments to Date

3. Declaration of Independence 1776
   Northwest Ordinance 1787

4. Resolutions of the Stamp Act Congress 1765
   Declaration and Resolves of the First Continental Congress 1774
   Declaration of Causes and Necessity of Taking Up Arms 1775

5. The First Charter of Virginia 1606
   Ordinances for Virginia 1618
   Mayflower Compact 1620
   Petition of Right 1628

6. Charter of Massachusetts Bay 1629
   Charter of Maryland 1632
   Fundamental Orders of Connecticut 1639

7. Abolition of the Star Chamber 1641
   Habeas Corpus Act 1679
   Bill of Rights (British) 1689

8. Massachusetts Body of Liberties 1641
   Charter of Rhode Island 1663
   Concessions of West New Jersey 1677

9. Frame of Government of Pennsylvania 1682
   Pennsylvania Charter of Privileges 1791

10. Constitution of Virginia 1776
    Constitution of Pennsylvania 1776
    Delaware Declaration of Rights 1776
    Constitution of North Carolina

11. Constitution of Maryland 1776
    Constitution of Vermont 1777
    Constitution of Massachusetts 1780
    Constitution of New Hampshire 1784

Appendix B
Documents Exhibited in the Freedom Train

Theme A

A letter by Christopher Columbus on the Discovery of America (1493)

On returning from his first voyage, Columbus wrote an official letter to Gabriel Sanchez, crown treasurer of the King and Queen of Spain, Ferdinand and Isabella, announcing his discovery. This tremendous news was immediately put into print and swept through Europe. Editions appeared in Latin, Italian and German. This is a copy of the second Latin edition, printed in Rome in 1493. A partial translation follows:

"Thirty-three days after my departure from Cadiz, I reached the Indian sea. where I discovered many islands, thickly peopled, of which I took possession without resistance in the name of our most illustrious Monarch, by public proclamation and with unfurled banners. To the first of these islands, which is called by the Indians 'Guanahani', I gave the name of the blessed Saviour (San Salvador), relying upon whose protection I had reached this as well as the other islands; to each of these I also gave a name, ordering that one should be called Santa Maria de la Concepcion; another Fernandina, the third Isabella, the fourth Juana (Cuba)".

"---and found it to be so large and apparently without termination that I cannot suppose it to be an island but the continental province of Cathay. Seeing, however, no towns or populous places on the seacoast but only a few detached houses and cottages with whose inhabitants I was unable to communicate, because they fled as soon as they saw us---."

(Source: The Freedom Train; Mrs. Marshall Ludington Brown and the Princeton University Library).

The Mayflower Compact (1620)

Theme B

The Bay Psalm Book - First Book printed in America

The Freedom Train, Dr. A. S. W. Rosenbach

Theme C

John Peter Zenger's New York Weekly Journal, No. 93, August 18, 1735

(Source: The Freedom Train, the Library of Congress)

Thomas Paine's The Crisis (1776)

(Source: The Freedom Train, Colonel Richard Gimbel)

The Northwest Ordinance (1787)

Source: The Freedom Train, the National Archives

The Bill of Rights (1789)

Source: The Freedom Train, the National Archives

Theme D - Documents

President Washington's Farewell Address (1796)

Source: The Freedom Train, the New York State Library, Albany

The Emancipation Proclamation

Source: The Freedom Train, the National Archives

Theme E - Documents

The Nineteenth Amendment

Source: The Freedom Train, the National Archives

The United Nations Charter (1945)

Source: The Freedom Train, the Department of State

Note: These documents can prove useful in acquainting pupils with living history as it unfolded through the actual words of the people who made it.

The complete set of the Freedom Train documents should be available in school libraries.